

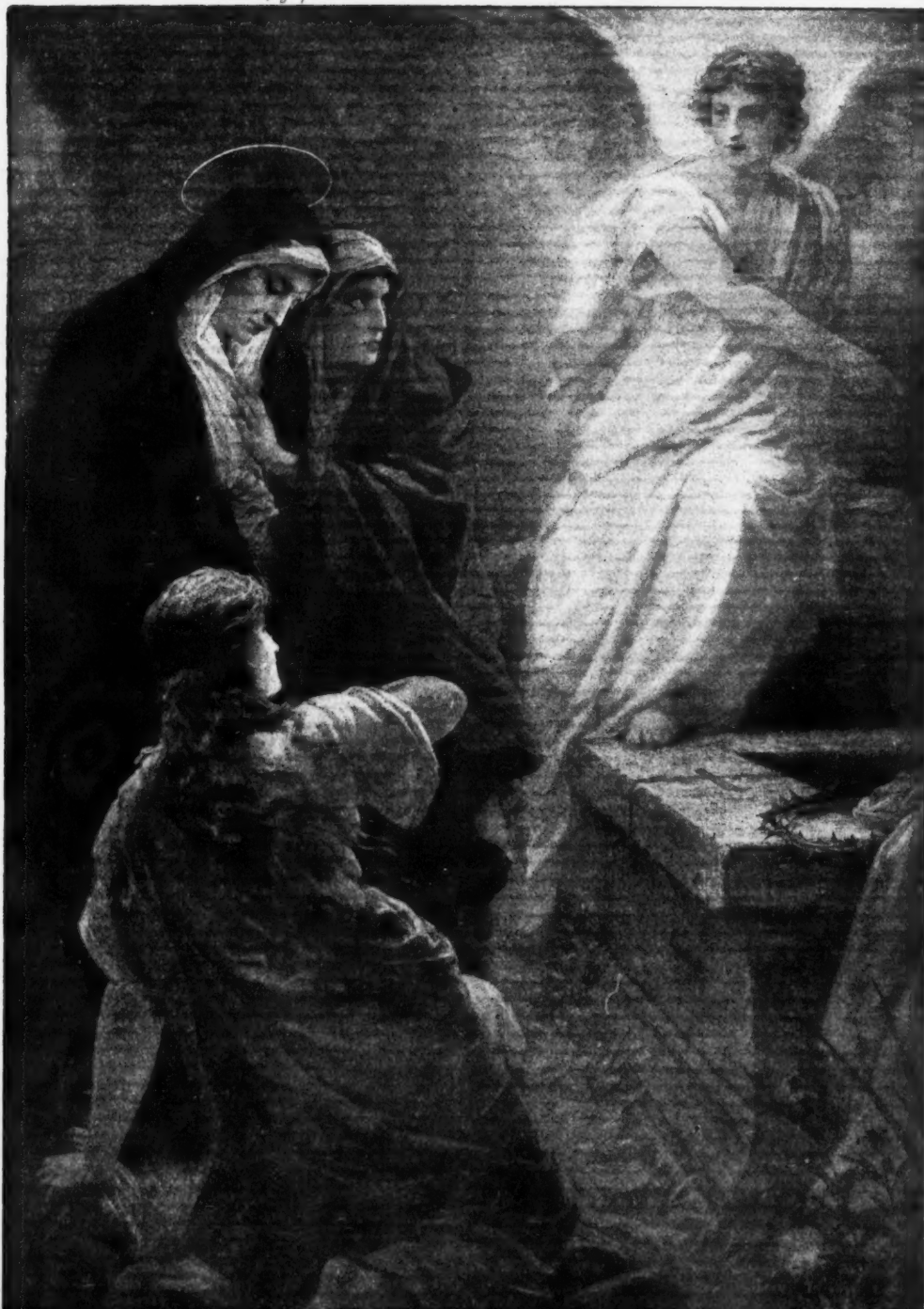
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# The Catholic School Journal

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A Monthly Magazine of Educational Topics and School Methods

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## The Catholic School Journal

A Magazine of Educational Topics  
and School Methods.

ISSUED THE FIRST OF EACH MONTH, SEP-  
TEMBER TO JUNE INCLUSIVE.

Entered at the Postoffice at Milwaukee, Wis.  
as "Second-class" mail matter.

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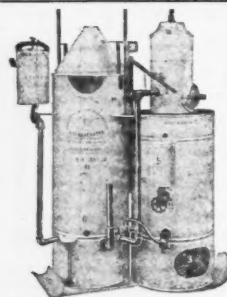
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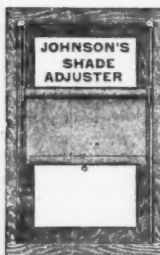
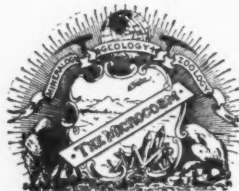
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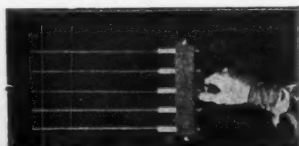
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## CHURCH CALENDAR FOR APRIL.

1. S.—*Passion Sunday*.—St. Valerius.
2. M.—St. Francis of Paula, C. F.
3. T.—St. Richard of Chichester, Bp.
4. W.—St. Isidore, Bp.
5. Th.—St. Vincent Ferrer.
6. F.—*First Friday*.—Seven Dolors B. V. M.—Bl. Juliana, V.
7. S.—St. J. B. de la Salle.
8. S.—*Palm Sunday*.—St. Perpetuus.
9. M.—St. Mary Cleophas.
10. T.—St. Methtildis, V.
11. W.—St. Leo the Great.
12. Th.—*Holy Thursday*.—St. Sabas, M.
13. F.—*Good Friday*.—St. Hermenegild.
14. S.—St. Lidwine, V.
15. S.—*Easter Sunday*.—St. Peter Gonzales, O. P.
16. M.—St. Benedict Labre.
17. T.—St. Anicetus, P. M.
18. W.—St. Eleutherius, Bp. M. Bl. Mary of the Incarnation.
19. Th.—St. Leo IX. P. C.—St. Expeditus, M.
20. F.—St. Agnes of Montepulciano, V.
21. S.—SS. Simeon and Comp.
22. S.—*Low Sunday*.—SS. Soter and Calus, P.P.
23. M.—St. George, M.
24. T.—St. Fidells of Sigmaringen.
25. W.—St. Mark, Evangelist.—Great Litanies.
26. Th.—Our Lady of Good Counsel H.H.
27. F.—St. Turibius, Bp. C.
28. S.—St. Paul of the Cross.
29. S.—*Second Sunday after Easter*.—St. Peter, M.
30. M.—St. Catherine of Siena, V.

✽✽✽ It is proper that the closing days of Lent should be observed in all our schools by special prayers or meditations befitting this most important period of the liturgical year. On another page of this number of The Journal will be found the outlines of a series of twelve meditations on the Passion of Our Lord. The thoughts and sentiments there presented are mostly from the writings of St. Paul of the Cross, who was pre-eminently the preacher of the sufferings and Passion of Christ. As every religious teacher well knows, much comfort, grace, and virtue can be drawn from devout meditations of this kind. It is, therefore, greatly to be desired that the method and practice of meditation be fostered during the school life of our youth, so that they may tend to continue it through later years. The frequent reflection on the love which Christ showed towards all mankind, and the bright examples of every virtue given us by His long suffering cannot fail to exert a powerful influence in developing true Christian character. We recommend the reading of these meditations to the classes, as an opening or closing exercise during the remaining days of Lent. We would also repeat our suggestion of last year that teachers explain fully to their pupils the special church services of Holy Week. A synopsis for such explanation will be found in our March number of last year.

✽✽✽ There is much testimony from leading educators, Catholic as well as secular, pointing to the importance of teachers keeping up in their professional reading and in touch with the best methods being used by their fellow workers. School superintendents and the faculties of normal schools are always advocates of good teacher's journals, for they know that such periodicals not only furnish direct help in the way of approved methods and outlines, but also give to the teacher new inspiration and zeal, at times when vexations and difficulties tend to discourage. "The teacher is the school," says Bishop Spalding, "and whatever refreshes or quickens or inspires the teacher must stimulate and uplift the school."

"After a teacher has entered upon his calling," writes Brother Joseph of the Marist Order, Columbus, Ohio, "a professional interest in the work should be exhibited by

frequent perusal of pedagogical literature, both in the form of Christian educational works, and of periodicals. Such reading is a steady source of inspiration, and no successful teacher at any one time does without it; his love for the same is the best guarantee of his lasting usefulness."

✽✽✽ The most commonly observed affections among school teachers are nervous diseases, dyspepsia and anaemia. The continued confinement, often under unhygienic conditions, and the great drain on the nervous system which the work of discipline often entails, are in a measure responsible. But the teacher, more fortunate than many people in other walks of life, has considerable time at her disposal. A portion of this time—at least an hour a day—should be spent in exercise, preferably walking and deep breathing in the open air. This is the great remedy for the common condition of "nerve tire." It frequently happens that a teacher feels so completely exhausted at the close of the day's session that her inclination is more to lie down than to walk. In nearly all cases this fatigue is the result of the bad air of the school room—the want of oxygen—and a few minutes of walking and deep breathing in the fresh air will completely throw off the ill effects of the school air and the strain of the day.

✽✽✽ A quiet manner, firmness, persistence, patience, absence of anger—all these are essential for the teacher who would gain perfect control over her class. Difficulty will often be avoided if the teacher puts the command in the form of a polite request which does not awaken resistance or arouse anger. There need be no lack of firmness in this method of approach. The teacher will teach courtesy by being courteous, and the conveying of commands in this way will furnish frequent and excellent opportunities to cultivate this virtue. Many movements of pupils and classes may be indicated by a motion of the head or the hand. Every movement that can be indicated by a sign or gesture should be so directed. Quiet not only saves time but induces thought.

✽✽✽ The nimble critic who says: "Give the children a thorough knowledge of the three R's and cut out the rest" is just a trifle hasty, and speaks either without thought or care. He manifests an imperfect appreciation of the purpose of education. There are some things taught which are useful, though not essential: For example, geography, drawing, elementary science or nature study, physiology, history and music. These may be "fads" in the eyes of some people, but they certainly have a great value in supplementing the so-called essentials. They relieve the course of study of narrowness and give enjoyment to the school life.

✽✽✽ The half-tone illustration on our front cover this month is from the title page of that beautiful Easter song, "The Resurrection," by McDonald. This piece has already obtained a wide sale, and it will interest our readers to learn that it is respectfully dedicated, by permission, to His Eminence Cardinal Gibbons. We are indebted to the publisher, Joseph Flanner, 417 Broadway, Milwaukee, for the use of the illustration.

## THE TEACHING OF BIBLE HISTORY.

Leslie Stanton.

## Third Paper.—Bible Stories.

Some time ago I heard with interest an account of certain methods in use in the primary schools of Germany. Special teachers, chosen by reason of their aptitude for the work, are engaged entirely and exclusively in story-telling. They pass at prescribed periods from class to class and in the most informal and familiar style relate interesting tales, both historical and legendary, that throw light on the making of the German empire and the characteristics of her people. In this way sentiments of patriotism are instilled into the children's minds, their nobler passions are stimulated, their unformed minds trained to grasp the significance and correlation of facts. But what particularly interests us in this novel method is that the office of story-telling is intrusted, not to teachers indiscriminately, but to persons whose mental bias and personality specially fit them for that branch of instruction. Now the Germans are a long-headed people, and, when they introduce what is so notable an innovation into the scheme of education, as our American advertisers say, there's a reason. That reason seems to be that not every teacher is suited to story-telling, and that to get the best results the ablest narrators must carry on the work.

## Story Telling an Art.

The German method is cited at the beginning of this paper to emphasize the fact that story-telling—Biblical or otherwise—is no sinecure. "Fools rush in where angels fear to tread," and teachers so incompetent that they cannot even realize their incompetency foolhardily undertake story-telling, a duty which the teacher who knows never assumes without special preparation and even then with considerable diffidence. Story-telling in the classroom is not a natural heritage; it is an art, and can be acquired only by mastery of its principles and by long and careful practice. True it is that some persons more readily than others overcome the difficulties in the story-teller's path, but those difficulties, to a greater or less extent, every earnest teacher encounters. This paper touches upon certain matters more or less directly dependent on the first principles of the art of story-telling as applied to Bible history. Their practical application in actual telling of stories, each teacher must conduct for himself.

## Bible Adapted to Story-Telling.

In the first place, it may be well to appreciate the fact that the subject of Bible history readily lends itself to narration. This is so much to the teacher's advantage. The story-teller is not confined to rigid, clear-cut, sharply-

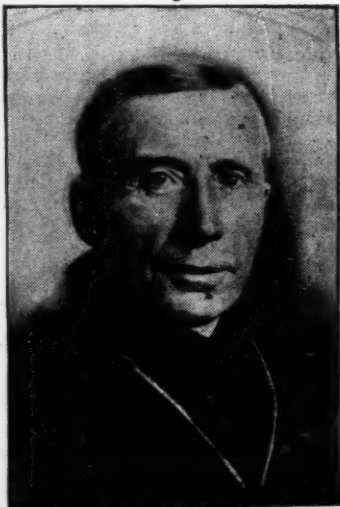
defined facts. The events recorded are so distant that considerable latitude is allowed the narrator in the construction of what is technically called local color, that is, of dress, weapons, scenery, climatic conditions and the like. The imagination thus given play stimulates the interest of the children and impresses the essentials of the story more deeply in their minds.

Right here, however, a note of danger must needs be sounded. It has just been said that Biblical stories are not hedged in by sharply-defined limitations. That does not mean, however, that they have no limitations at all. Considerable latitude is allowed in the reproducing of the local color, but (1) too much attention must not be centered on it to the exclusion of the essentials of the story, and (2) it must not be made to appear in any way incongruous. The former caution was overlooked by a Sunday school teacher who took so much time in giving the details of the garb of the Roman soldiers that the story of Our Lord's passion became practically a side issue of her narration. A violation of the second precept, namely, to avoid incongruity, once took a form which the sacredness of the theme alone prevented from being positively ludicrous. A good old priest was relating the story of the bad and the penitent thief. His auditors were boys all about the impressionable age of twelve, and the reverend gentleman, very injudiciously, I fear, sought to rivet their attention by what he considered a telling use of slang phrases. "All at once," he said, "in the course of his narration, 'the bad thief began to call Our Lord names. But the good thief wouldn't stand for that. Right away he called out and said to the bad thief, 'Aw, what are you giving us!'" That was more than the class could listen to with equanimity; and, even when order was restored, the point of the narration was sadly missed. This illustration may serve to convince the young teacher of the importance of Hamlet's advice to the players: "Suit the action to the word, the word to the action, with this special observance, that you o'erstep not the modesty of nature."

## Persons in Biblical Narration.

Three things should be especially stressed in a Biblical narration: the persons, the significance of the actions, and the underlying idea. The persons in a story make the story possible. Without persons we cannot have a story. Even in a tale of winds, or waves or flowers we secure interest only when we endow inanimate things with the properties of persons. The human element in the story is the prime essential of interest. "One touch of nature make the whole world kin." Hence, to make the Bible story convincing, to give it unity and force, to invest it with the element of interest, the teacher must make the

## Cardinal Gibbons on The Teaching of Civic Obligations in the Schools.



The education of our American youth would be manifestly incomplete, if lessons on the civic virtue of patriotism were not inculcated. The divine Founder of Christianity has ennobled and sanctified loyalty to country by the influence of His example, and the force of His teaching. In these memorable words: "Render to Caesar the things that are Caesar's, and to God the things that are God's," He solemnly proclaims to all future generations that, after God, our country should hold the strongest place in our affections.

Familiar lessons should be incorporated into our text-books, inculcating reverence for our political institutions, and embodying an elementary knowledge of our system of government together with the respective functions of its legislative, judicial and executive departments, the conditions required for American citizenship, and the

duties and rights of the citizen. These lessons should, of course, give a conspicuous place to the memorable events of which our country has been the theater, and which serve as landmarks in her onward progress. They should include a brief sketch of the nation's heroes, statesmen, and patriots, whose martial deeds and civic virtues the rising generation will be taught to emulate.

The reading in the schoolroom at stated times, of the Declaration of Independence and the Constitution of the United States, —an exercise that would occupy scarcely twenty minutes—would be a most profitable and instructive task for the pupils. It would contribute to instill into their minds a strong and intelligent attachment to our system of government, while the chanting of our national songs on appropriate occasions would nourish in them a healthy enthusiasm and a patriotic devotedness to their country.

persons in the story live and talk and act like human beings. Let him institute comparisons between the characters in the story and the members of his class. We are, for example, relating the story of Abraham's sacrifice. "Now," we might ask, "when Abraham tied his son on the altar, might not Isaac have struggled and perhaps freed himself and run away? But how many of us here in this room would care to do that? At first, no doubt, we should all feel like resisting, and so, I am sure, Isaac did, too; but then, just as we would be slipping our arm loose, we would reflect that our father is a good man, and would not offend God for anything, but on the contrary, always does what God wants him to do. Therefore, we should say to ourselves, 'I don't quite see how, but it must be God's will that I be sacrificed here, because otherwise my father wouldn't bring me here,' so we would close our eyes and lie quite still, and pray. Now that is just how Isaac acted, and you see how God blessed him and rewarded him for his obedience." In this way the human element of the story is duly emphasized and made an actuality in the children's minds.

#### The Significance of Actions.

Secondly, the narrator of a Bible story should stress the significance of the actions. This means that, when he relates a Biblical event, he should take care that its causes and its results are clearly grasped by the children. It also means that circumstances and conditions, seemingly meaningless, should be elucidated and set in their right relation to the rest of the story. Thus the parable of the good Samaritan will lose much of its point unless the teacher explains that the priest and the levite who passed by were in better circumstances to aid the man who had fallen among robbers than was the Samaritan, and that, furthermore, they were bound to the needy man by the ties of a common country and religion which did not exist between him and the Samaritan. These distinctions should be reinforced with examples appealing to the direct experience of the class.

#### Show the Providence of God.

The underlying principle of all the Biblical stories is the Providence of God. Here we find the key to their interpretation and the ultimate reason of their every circumstance. This great fact—the most significant of all history—must never be lost sight of in the classroom, but dwelt upon, not always at length, but with a quiet, convincing insistence. By learning to dwell upon the thought of Divine Providence, by forming the habit of looking upward for the eternal significance of historical events, the children will imbibe the deepest draught of wisdom offered by Biblical study.

#### SOME TIMELY COUNSELS TO CATECHISTS.

(By a Brother of the Christian Schools.)

Preparation of Catechism.—If it is important that other lessons should be preceded by an immediate preparation, it is still more urgent with regard to religious instruction, the object of which is so vast and sublime. Hence, however great may be his accomplishments otherwise, a prudent teacher will never give a catechism lesson without especial and sufficient preparation. A hasty preparation might cause him to give incomplete or erroneous instruction, or to adopt a method unsuited to the abilities of the children.

To prepare for catechism, the teacher should: (1) Decide upon the subject to be explained and developed; (2) make sure that he fully understands the meaning of all the words employed in the questions and in the answers; (3) formulate subquestions calculated to make the pupils understand the propositions enunciated and the terms employed; (4) introduce developments suggested by the subject; (5) find comparisons to make the pupils understand difficult portions; (6) make a practical application of the subject.

The teacher would do well to take notes of the comparisons or explanations he might have met with in preparing his catechism, the important minor questions, and

the reflections; place these notes in his book, and use them during the lesson. This is an excellent means of insuring method, of preventing all wandering from the subject, and of supplying for momentary lapse of memory.

Defects to Be Avoided in Teaching Catechism.—The following defects should be avoided in catechetical instruction:

1. Explaining a subject which has been insufficiently prepared, and thus exposing one's self to teach erroneous doctrine, to make numerous repetitions, or to give explanations wanting in clearness.
2. Treating a subject which has not been sufficiently defined, or instead of reducing it to its proper proportions, expanding it by long explanations.
3. Not bringing one's self within the reach of the pupils; making use of abstract or scientific language, instead of simple, intelligible, and concrete expressions, especially with young children.
4. Devoting too much time to discoursing and not enough to questioning.
5. Asking more than three pupils for an answer which the first called on cannot give; having the same answer repeated by too many pupils, thus making the lesson wearisome.
6. Being satisfied with an answer which is nearly correct, instead of exacting precision.
7. Sacrificing instruction to pious exhortation; the latter may be introduced only incidentally, and led up to by the instruction.
8. Falling into the opposite defect, that is, addressing one's self continually to the intelligence of the children, and too seldom to their hearts.
9. Speaking in a careless, indolent tone, which would indicate want of conviction or earnestness.
10. Making assertions concerning a subject about which one is not sufficiently informed.
11. In dogmatic and moral instruction, not distinguishing clearly between what is of faith and what is of pious belief, what is of precept and what is merely of counsel.
12. Deciding on matters which are beyond the province of the teacher; for instance, to say "such a sin is mortal, such venial," instead of being satisfied with telling the pupils that "such an act is a sin, a serious fault."
13. Dwelling on indiscreet or petty details; making use of trivial comparisons; quoting examples having neither interest nor authenticity, and no other result, than that of amusing the children for a moment without any benefit to their religious knowledge.
14. Being too familiar or too severe; reprimanding and inflicting punishments, even though they be just, when they may be postponed without inconvenience.
15. Certain children, who, though dull, are attentive, should not be disheartened either by scarcely ever asking them a question, or by punishing them when they answer only fairly.
16. Allowing children to raise objections or discuss points of doctrine. If a pupil does not understand a word, he may, of course, ask for explanation.
17. Omitting the recapitulation at the end of catechism.
18. Under pretext of preparing for an examination, transforming the catechism into a mere exercise of textual study.

"Elements of Pedagogy," La Salle Bureau, N. Y.

#### What the Apostolic Delegate says of The Catholic School Journal.

"This magazine, so deservedly praised and so highly recommended by many Bishops of the United will certainly be of great advantage to our Catholic schools."—Most Rev. D. FALCONIO, Archb. Washington, D. C.



## OUTLINES OF SOME MEDITATIONS ON THE PASSION, FOR SCHOOLS.

From the Letters of St. Paul of the Cross, by Rev. Louis Agonissant (France).

### I. Prayer and Agony of Jesus in the Garden.

"And being in an agony, He prayed the longer. And His sweat became as drops of blood trickling down upon the ground." (Luke xxii. 43, 44.)

Consider: 1. The natural fear and anguish of Jesus at the near approach of His Passion—how each of His impending torments rises distinctly before Him. Compassionate Him in His agony.

2. His hatred of sin, the clearness with which He sees its malice and deformity, the enormous multitude and wickedness of all the sins of the world laid upon Him. Reflect that He is the Son of God, innocence and sanctity itself, and that He has an infinite hatred of sin; hence gather what pain it caused Him to take them upon Himself.

3. His infinite love and goodness towards men, shown by willingly accepting the burden of their sins; His submission to His Father's will, His resignation, earnestness and perseverance in prayer.

Conceive a tender compassion for His, a hatred and detestation of sin, and grieve for your own sins, so heinous in the sight of God. Resolve never to commit sin any more, to pray earnestly and perseveringly to God for assistance; watch and pray, and prepare for temptation.

### II. Jesus Betrayed to His Enemies by Judas.

"Behold a multitude: and he that was called Judas, one of the twelve, went before them, and drew near to Jesus, for to kiss Him. And Jesus said to him: "Judas, dost thou betray the Son of man with a kiss?" (Luke xxii. 47, 48.)

Consider: 1. The pain inflicted on Jesus by the malice and ingratitude of Judas; His grief at the treason of so favored a disciple.

2. The gentleness of Jesus, and His readiness to forgive: He calls His traitor "Friend." What mercy and compassion! So He addresses you when you would commit sin; He endeavors to recall you by goodness, mercy, etc. How often have you sinned, notwithstanding!

3. The obduracy of Judas; he is not even moved by the loving kindness of Jesus.

Let Judas be a warning to you; fear familiarity with sin, which hardens the heart and leads to final impenitence. Condole with Jesus in His grief; learn of Him gentleness, kindness, readiness to forgive, etc.

### III. Jesus Insulted and Condemned by the Chief Priests.

"What think you? But they answering said: He is guilty of death. Then did they spit in His face, and buffeted Him, and others struck His face with the palms of their hands." (Matt. xxvi. 66, 67.)

Consider: 1. The confusion and pain of Jesus to be thus treated by the ancients and the priests; the insults and blows He receives; how unjustly condemned to death.

2. The hypocrisy of the Jews; their arrogance, pride, etc.; their impieties, blasphemies, falsehoods, etc.

3. The silence, forbearance, and patience of Jesus. What an example of meekness! He endures this ignominy in silence to atone for our murmurs when justly re-proved, etc.

Adore the infinite goodness of God bearing patiently such contempt for your sake. Make reparation for the insults He receives; grieve for your own sins, which are infinitely offensive to God. Pray to be delivered from all pride, arrogance, hypocrisy, etc.; conceive a hatred of blasphemy and pray to prevent it.

### IV. Jesus Before Pilate.

"And they brought Him bound, and delivered Him to Pontius Pilate the governor. . . . And he had then a notorious prisoner, called Barabbas. They therefore being gathered together, Pilate said: Whom will you that I release to you: Barabbas, or Jesus that is called Christ?"

. . . . But they said: Barabbas." (Math. xxvii. 2, 16, 17, 21.)

Consider: 1. The sufferings of Jesus when dragged from tribunal to tribunal; the contempt with which Pilate regarded Him; the ignominy of Jesus, the innocent Lamb, in being compared to a robber and murderer.

2. The injustice of Pilate; the iniquity of the Jews clamoring for Barabbas. How often have you done the same, yielding to vile passions, choosing sin instead of God!

3. The love of Jesus for our poor souls enslaved by sin. He willingly remains bound to deliver us from the bondage of sin. We sinners are released, while Jesus dies for us.

Resolve to imitate the love of Jesus; to be kind, self-sacrificing, loving towards others. Conceive a sincere shame and confusion for wishing to be esteemed more than others. Often reflect on the charity of Jesus delivering Himself to death for you.

### V. Jesus Derided by Herod.

"And Herod with his army set Him at naught, and mocked him, putting on Him a white garment." (Luke xxiii. 11.)

Consider: 1. The outrage committed by Herod on the wisdom, innocence, and holiness of Jesus.

2. The iniquity of the Jews assisting at this mockery of their Saviour.

3. The composure, meek and silent endurance of Jesus. He atones for our pride, vanity, etc.

Learn, hence, the value of innocence; regret your foolish esteem of the things of the world; henceforth esteem everything else vain but the virtue and innocence of Jesus. Grieve for the insults Jesus here suffered; adore His wisdom, truth, and sanctity.

### VI. Jesus Scourged.

"Then Pilate took Jesus, and scourged Him." (John xix. 1.)

Consider: 1. The virginal body of Jesus torn and mangled by the scourges; the intense pain He endures; His exhaustion, loss of blood, etc.; His confusion at such exposure, etc.

2. The manner in which He bears this humiliation. What patience, meekness, etc. His charity and mercy towards us: He bears the wounds we deserve for our sins.

3. The cause of this special suffering: our many secret sins; our luxury, softness, pride, and pampering of the body; our shameful nakedness before God, etc.

Compassionate Jesus bearing so many stripes; weep for your own offences, your love of ease, luxury, etc. Resolve henceforth to check the indulgence of the flesh by mortification, self-denial, constancy in prayer, etc.

### VII. Jesus Crowned with Thorns.

"And the soldiers plating a crown of thorns, put it upon His head: and they put on Him a purple garment." (John xix. 2.)

Consider: 1. The sacred head of Jesus suffering the most excruciating torture. What an agony for Jesus! Think how painful would even one thorn be to you.

2. The mockery and insolence of the soldiers putting on Him a purple garment; their cruelty; the malignant taunts, etc., of the Jews.

3. The submission, meekness, and patience of Jesus; how severely He atones for our sins of thought, for our wanton complacency in evil, etc.

Grieve for the sufferings inflicted on Jesus; adore Him as your Lord; admire His patience, love, etc. Nevermore indulge in sinful thoughts, in pride, arrogance, and evil desires; imitate the humility, submission, etc., of Jesus.

### VIII. Jesus Carrying His Cross.

"And bearing His own cross He went forth to that place which is called Calvary, but in Hebrew Golgotha." (John xix. 17.)

Consider: 1. The long and painful way; the prolonged sufferings and fatigue of Jesus; the Pharisees, priests, and the multitude driving Him on with taunts, blows, execra-

tions, etc. Such was the reward He received from men for Him works of love and mercy.

2. The manner in which Jesus accepts His cross—His alacrity, joy, submission, etc. He shows how we are to follow Him in carrying our cross gladly and patiently.

3. The comfort He derived amid so many sufferings from the fidelity of Mary, His Mother; the compassion of the holy women and others who wept for Him.

Resolve to repent sincerely, and grieve for your sins; they laid this heavy cross on Jesus. Take courage from His example to bear your own cross willingly. Your only way to heaven is by the way of the cross. Deny yourself, take up your cross, and follow Him.

#### IX. The Crucifixion of Jesus.

"And they gave Him to drink wine mingled with myrrh: but He took it not. And crucifying Him, they divided His garments." (Mark xv. 23, 24.)

Consider: 1. The contempt and ignominy surrounding Jesus; the cruelty of the soldiers offering Him such a bitter drink; His previous wounds, sufferings, fatigue, etc.

2. The tender hands and feet of Jesus pierced by iron nails. What pain and agony He endures on the hard bed of the cross! Compassionate your Lord. How easy is it to sin. But see what it cost Jesus to atone for your sins; look at His bleeding, mangled hands and feet.

3. The obedience of Jesus unto the death of the cross; His patience and silence when stretching out His hands to be nailed to the cross, a victim for your sins.

Deplore your sins that drove those cruel nails into the hands and feet of Jesus. Learn from Jesus, stretched bleeding on the cross, what an evil sin is in the sight of God, since it requires such an atonement. Thank Him for all He has suffered for you; learn to make some sacrifice for His sake; abandon some predominant vice, etc.; never say that too much is required of you; in all trials imitate the sublime virtues of Jesus, His obedience, patience, etc.

#### X. Agony and Death of Jesus on the Cross.

"And the sun was darkened; and the veil of the temple was rent in the midst. And Jesus, crying with a loud voice, said: Father, into Thy hands I commend my spirit. And saying this He gave up the ghost." (Luke xxiii. 45, 46.)

Consider: 1. The prolonged agony of Jesus on the cross, sustained meekly and patiently for three hours; the constant increase of pain in His wounds; His desolation when forsaken by His Father; His thirst quenched with vinegar.

2. The insults and mockery heaped upon Him to the last moment; the merciless taunts, curses, and blasphemies of the soldiers. What anguish their sins cause Him!

3. His charity and kindness even to His enemies; His last and greatest example of love and mercy; His tender and consoling words to His sorrowing mother, John, and the good thief; His last cry to His Father. Thus Jesus dies for you.

Kneel in spirit at the foot of the cross; there weep for your sins; weep for the long and painful sufferings they inflicted on Jesus. Weep with Mary, John, and Magdalen for His death. Here at last learn to love and nevermore to offend so good a Master.

#### XI. The Burial of Jesus.

"Now there was in the place, where He was crucified, a garden; and in the garden a new sepulchre, wherein no man yet had been laid. There, therefore, they laid Jesus." (John xix. 41.)

Consider: 1. The sacred lifeless body of Jesus laid in a tomb. What a mystery of love and mercy, that the Son of God should be thus buried in a strange, lowly tomb, mourned by His own creatures!

2. The bereavement and desolation of Mary and the friends of Jesus; with Him, the life and light of the world, their hope seemed dead.

3. The door of the sepulchre is closed. Jesus is also no longer with us; He shall no longer live and speak with us. What an evil has sin done! It drove us from paradise; now it has also deprived us of Jesus.

Mourn at the sepulchre of Jesus for your own sins;

here bury yourself with Jesus; bury your sins, at least, in true contrition, that you may rise to a new life.

#### XII. The Sorrows of Mary.

"Now there stood by the cross of Jesus His Mother. (John xix. 25.)

Consider: 1. The tender, loving Mother of Jesus, overwhelmed with grief at the foot of the cross; the anguish of her maternal heart at the sight of the nails, the thorns, the wounds and moral agony of Jesus, her Son; her helplessness at the foot of the cross.

2. Her innocence, love and devotion to Jesus; how the tumult and cries of His enemies around the cross afflict her; how cruelly they who crucify her Son by sin wound her, etc.

3. Her constancy and fidelity; her compassion for her Son; her desire to suffer with Him, to relieve Him, and her grief for sin. How sublime are her resignation and her imitation of the virtues of Jesus—of His submission, patience, charity, etc.!

Resolve never to forget the sorrows of your heavenly Mother. Condole and sympathize with her sorrowing heart; place yourself by her side at the foot of the cross, and learn of her to imitate, love, and serve Jesus; to hate and grieve for sin; to fear the justice of God; to set a true value on your soul. Implore her intercession in all your necessities.

#### MODERN PSYCHOLOGY

#### AND CATHOLIC EDUCATION.

By Rev. EDWARD A. PACE, Ph. D., Catholic University, Washington, D. C.

(Continued from March Number.)

The Church, in employing external signs, simply applies, in a practical way, the law of association. She is not content to set forth the truths of morality and religion in spoken or printed page. She seeks to make her teaching more vivid, more concrete, and therefore more vital, by impressions and images chosen from all the departments of sense. What comes through the ear is reinforced by what passes through the eye. Complex groups of mental images are thus formed as the basis of the spiritual ideas which she seeks to impress upon the mind. And these groups, bound together by association, strengthened by repetition, enriched as time goes on by wider relations and deeper meanings, become the psychophysical basis of the highest religious thought.

But now remark a consequence which is of great importance in educational theory and practice. What we call the association of ideas implies not only the opening of paths within the brain and the establishing of connection between ideas, but also the gradual turning of the mental life in given direction. As a result of association, the mind takes on a definite set or attitude—grows into a certain position, from which it views and appreciates whatever is presented. If, then, by means of association, the mind is filled with images and ideas of the brighter and purer sort, the whole mental attitude will be such that the opposite kind of ideas and images will be entirely barred out or easily excluded. The will to resist evil suggestion is all the stronger because whole areas of the brain have been placed at its disposal. If, on the contrary, association has warped the mind by filling it with the wrong sort of images, any appeal to the moral sense encounters a serious obstacle. It is not only that the will is weak in regard to moral goodness, but also that the brain is engaged in the service of evil. Exhort as we may, promise or threaten, appeal to reason or hold up fair ideals, our efforts must count for little, if the organic processes are against us, if, in other words, the habitual trend of thought has established the wrong kind of connections in the brain. It is to forestall such consequences that the Church makes use of symbols, that she surrounds the child with the emblems of things divine, and that, while quickening the imagination, she stores it with forms that are purest and fairest.

But there is a further reason for this method—a reason which is supplied by psychology and justified by experi-

ence. For we know that an idea is not merely the representation of an object; it is a source of action. Every mental process tends, in its own degree, to manifest itself. Whether this manifestation shall amount to a perceptible bodily resonance, as in the case of certain emotions, or limit its effects to a central brain disturbance with no appreciable external effect, as in the case of abstract thinking, the statement in the main is true that the mind naturally seeks an outlet for its content. Impression calls for expression. In the language of physiology, the stimulation that comes in over sensory paths makes its way to motor centres and through them to motor paths, the apparatus of movement and speech.

There, if you choose, are organic connections between organic processes. But now observe an important consequence for the mental life. In proportion as an idea gets itself expressed in action, it becomes more vivid and more vigorous. It means more for the development of the mind, because it is more completely the possession of the mind. And it is more influential in determining mental habit and attitude because its expression involves new conscious states which tend to reinforce it.

The modern science of education has been quick to profit by this psychological truth. Motor training has its value, not simply in teaching the child to do things, but also in strengthening and deepening the power of thought. No man becomes a painter or sculptor by reading books on the production of pictures and statues. No student of physics or chemistry or biology can advance very far if he stays away from the laboratory. However clear and penetrating his thought may be, it cannot open out its full meaning unless it issue in action.

We are only just coming to realize that what is true of the arts and sciences—the pursuits of maturer minds—is also true of the beginnings of education. Long ago we were told: "Not words but things." It was the protest of realism against formalism—the appeal to nature as against the exaggerated cult of the classics. But today we are told: Not merely in the perception of things does education consist, nor in the multiplication of ideas, nor even in the vocal expression of those ideas. It consists, above all, in securing outer activity in response to that which is within; it consists in doing.

It matters little, for our present purpose, when or where or by whom this view was first put forth. In the eyes of the Church it is no new discovery. It is simply the application to the ordinary school methods of what she has all along practiced. "Not he who sayeth Lord, Lord, shall enter into the kingdom of heaven; but he who doeth the will of the Father." The Church has never denied that morality and religion must have their seat in the heart; that the interior life of thought and will is essential; and that without this life merely external performance is worthless. But she has also insisted, and she still insists, that religion must have its outward manifestation, if it is to grow as the mind grows and to become a dominant power as the faculties unfold. This is the philosophy that underlies her whole system of worship—a system which is so ordered as to secure, in the most appropriate forms, the expression of our belief. To kneel in adoration, to bow one's head in prayer, to approach the Sacraments as the ritual enjoins, to share in the various observances which mark the seasons of the ecclesiastical year—what is all this but the concrete expression of our religious life? And this expression, bodily, external, ceremonial as it is, nevertheless is the best means of cultivating sentiments that are of the soul—inward and spiritual and full of the divine life.

But here again the inevitable law appears. Unless the child be accustomed from the earliest years to this manifestation of what he learns about religion, the ideas which he has imbibed will avail but little. They will soon be effaced by other ideas which do find expression. The motor activity will flow out in other channels, and the thought of heavenly things will count for nothing in the shaping of conduct.

(To be continued in next number.)

## SOME BOOKS THAT ARE WORTH WHILE.

Sister M. Fides, Convent of Mercy, Pittsburg, Pa.

The T. Y. Crowell Co., New York, publish a series of neatly attractive little volumes which contain in a nutshell the time-honored truisms of saints and sages. There is nothing new in these booklets, nothing startling, nothing which the world has not known, admitted, ignored, and forgotten a thousand times in the long sweep of the ages. Yet because of the timeliness of the topics a certain ease and lightness of handling, an attractive make-up, perhaps, too, and chiefly—in these all too feverish days of ours—because of their conciseness, these books fill a want in the ethical reading circles of today.

Among the books of this series now in circulation among the members of the Colonna Reading Circle are the following: "What Is Worth While," "True Womanhood," "Laddie," "Ways of Well Doing," "Character Building," "Thought Power," "Ships and Havens," "Girls: Faults and Ideals," "Take Heart Again," etc.

"What Is Worth While" is an address to women college graduates by Anna Robertson Brown. It advises broadly and kindly concerning the many uncertainties and difficulties in the after college days and urges that from amid tinsel and settings, the young women shall discriminate and make their own only those things that are "Worth While."

"Ships and Havens," by Henry Van Dyke, uses again with attractive freshness the old similitude wherein human lives are as ships upon the sea. "Whither away, ye ships? What haven? What is our desired haven in the venturesome voyage of life?" In answer to these questions the author discusses respectively the haven of pleasure, of wealth, of fame, of character, and of usefulness.

"Laddie" is a tender little story conveying the lesson of kindness toward a good old fashioned mother even though she be behind the times and somewhat uncouth and out of place in the present circle. The story has in it the ring of true feeling. It awakens that deep filial love too often dormant in our hearts, and incites unto solicitude and gentle kindness in the troubled here and now—before it be too late.

"Character Building, Thought Power" emphasizes the basal nature of the thoughts of the heart. Its text is, "As a man thinketh in his heart so is he." From thoughts proceed words and deeds; from these, habits; from habits, character; from character, destiny.

"Ways of Well Doing," by H. J. Desmond, is a bright little book full of resourceful expedients. The author's pet aversion is passive complaint, a whining discontent which is itself resourceless, unable to amend or even to suggest amendment. On this subject the author says: "Cynical remarks can be passed concerning all men and all happenings. \* \* \* Life is nothing but dregs and lees to one who educates himself out of all possibility of admiring, praising, or wondering. If the habitual sneer is not occasionally cheered away by a square smile or a broad grin, then life is sad indeed. \* \* \* The habitual satirist tears down but never builds up. His words are disparagement, chill, and discouragement. Effort palls, hopes die, and purposes wane under the jaundiced notice that he takes."

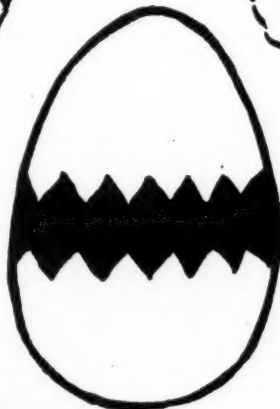
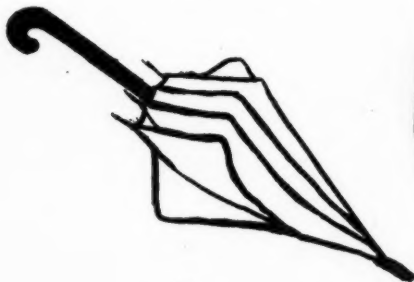
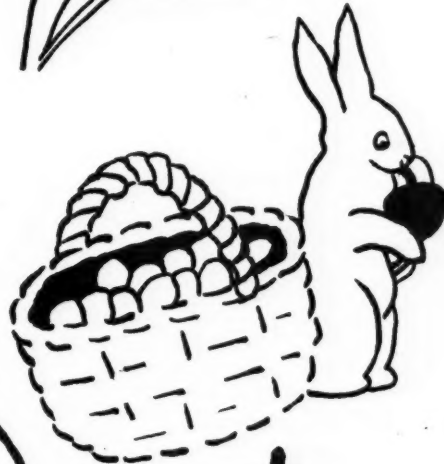
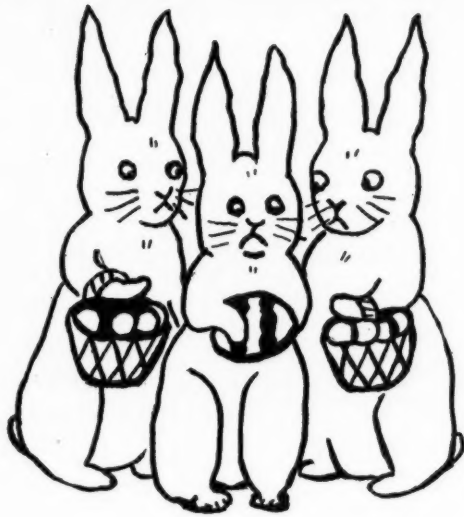
The optimism, push, and pluck advocated by the little volume find expression in the story of the two frogs that fell into a jar of milk. They could not hop out as the jar was too high; they seemed destined to a milky grave; but, on mutual consultation, they resolved to keep on kicking. The night hours wore on, the frogs' legs were very weary, but they kept on kicking; and in the morning, by the action of a natural law forever and ever unknown to the frogs, they were enabled to jump out; their kicking had churned the milk into butter.

Many beautiful and familiar quotations abound in this work, among others the following thought which the author attributes to St. Bernard:

"Count that day lost whose low descending sun,  
Views from thy hand no worthy action done."



# Easter Blackboard Drawings



Laura Rountree Smith.



## Language and Reading.

### THE STORY IN LANGUAGE WORK

LILLIAN G. KIMBALL, Department of English, State Normal School, Oshkosh, Wis.

There is no doubt that a child's power to interpret what he hears and reads is largely increased and improved by listening to stories told by the teacher; but for the development of his power to communicate thought, he must tell the story himself and make an effort to tell it well. In directing the pupil along this line of self-activity, there is quite as great a demand upon the skill of the teacher as is required for her to tell the story in that charming, dramatic, and effective way about which we hear so much. And yet she has been left to discover thru blunders or good luck how to make the story yield its full returns in improving the language power of the child. It is my purpose to point out for the benefit of the young teachers who read *The School Century*, some ways in which the story may be used so as to make the child more intelligent in his expression, to the end that he may get more pleasure from his own discourse and also fit himself to give pleasure to others. Most of what I have to say is based upon recent work with a fourth grade class in the training department of the Oshkosh Normal school, and because a concrete illustration is more clearly understood and more suggestive than any other form of explanation, I shall give a report of the work actually performed by this class, and the method by which the pupils were led to do it.

The story used on this occasion is entitled "Little Strawberry-Blossom," and may be found in *Cyr's Third Reader*.

#### Little Strawberry-Blossom

1. In a damp, green spot in the midst of a wood, hidden away from the light by a number of ferns, there grew a little white strawberry-blossom.

2. Its many broad leaves only made it look smaller and paler. The tall foxgloves and ferns growing around it hardly ever noticed the pale little thing. "It seems scarcely worth while," they would say, "to have so many leaves for so small a flower."

3. When she heard remarks of this kind, the little blossom felt sad. "I wonder why I grow at all," she thought. "It is very dark and lonely, and nobody loves me."

4. One day a child came and gathered an armful of fresh, green ferns, and then, at last, a bright sunbeam found its way in. It lighted on the head of the tiny, white flower, making it glisten like a dewdrop.

5. "I love you, little Strawberry-Blossom, I love you," whispered the sunbeam; but the little flower had lived so long without being noticed, that she scarcely believed this.

6. "Not me, kind sunbeam," she said; "surely not me; it must be the foxglove, the queen of the woods, with its crimson bells, or the lovely wild rose climbing by."

7. "No, little Strawberry-Blossom," said the sunbeam; "it is you that I love. You are so gentle and modest that I had hard work to find you; but now I shall come often and stay with you part of every day."

8. When the other plants saw the sunbeam talking to little Strawberry-Blossom, they laughed at her. But she was too happy to care for that.

9. So all thru the long, hot summer day, the sunbeam stayed with her, and when he said "Good night," he promised to come again the next morning.

10. That night a glow-worm passing by stopped to speak to her. "Oh, glow-worm," said she, "I am so happy! A sunbeam has come, and he says he loves me, tho I am such a tiny flower, and he is coming again tomorrow!"

11. "Hum!" said the glow-worm, who had seen a good deal of life; "don't be too sure of that. The sunbeam is a great traveler, and is not always to be depended upon."

12. "But he told me he would come soon," said Strawberry-Blossom; "and he is so good, I am sure he will keep his word."

13. "Well," said the glow-worm, "I do not know much about him; I am better acquainted with his cousins, the moonbeams. I only give you a word of friendly warning. My advice is to go to sleep and forget all about him. Good-night."

14. So little Strawberry-Blossom went to sleep, and dreamed a bright, happy dream. But, behold! next morning, when she awoke, it was even duller and darker than ever; no sunbeam was there.

15. It was raining hard, and the big drops pattered thru the ferns all around her. She had never seen rain before, and wondered what it was. "Kind leaves," said she, "are you weeping for me?" But at this the leaves all laughed.

16. "No, no, little Strawberry-Blossom!" they said; "we do not waste our tears on such a poor little silly thing as you. Did you really think that your fine visitor would come back?"

17. Little Strawberry-Blossom was broken-hearted. She could not see beyond her green leaves and did not know that even then the sun was struggling to break thru the clouds.

18. At last he burst forth in all his splendor. The drops of rain caught the sun's rays as they passed to the earth, and there rose over the wood a beautiful rainbow.

19. Little Strawberry-Blossom could not see the many-tinted colored bow, but soon she saw her own sunbeam creeping in thru the dripping ferns.

20. "Ah, little one!" he said, "did you think I had forgotten you?" And as she hung her head with shame at having doubted him, he said kindly, "You should have had more faith, little Strawberry-Blossom; I was only waiting my time."

21. The sunbeam came again and again; and, surrounded by warmth and love, little Strawberry-Blossom grew until she was no longer a pale, sickly flower, but a beautiful crimson berry, shining like a ruby among the dark green leaves.

22. Even the plants around could not help but admire her, and said among themselves: "What can have happened to little Strawberry-Blossom? She is quite changed."

23. "I will tell you who sent me to you," whispered the sunbeam. "It was the glorious sun himself. He is always there, high up in the sky, watching over all; and he sends his children, the sunbeams, to brighten and make glad the earth."

#### The Plan

The story was first read aloud by the teacher, while the children followed with open book and answered the teacher's questions. These were all directed toward a clear understanding of the different incidents of the story and their relation to one another, so that the entire story might be grasped and held in mind as a unit made up of definite smaller units, each one of which had its place in a sequence, and helped to prepare the reader for the culminating incident with which the story ends. After this careful reading the children were prepared to tell the story, provided no great burden was imposed upon their memory, so the following questions were written upon the blackboard, the answers to which formed bits of the story, and when given consecutively without interruption made a fairly good reproduction.

1. Where did Strawberry-Blossom grow?
2. What did the other flowers think of her?
3. How did this make Strawberry-Blossom feel?
4. What did a child do?
5. What did Strawberry-Blossom and the sunbeam say to each other?
6. What did the other flowers think?
7. What did Strawberry-Blossom and the glow-worm say to each other?
8. How did the night pass?
9. What kind of day was it when Strawberry-Blossom awoke?
10. What did Strawberry-Blossom and the leaves say to each other?
11. What was the sunbeam doing?
12. What did Strawberry-Blossom and the sunbeam say to each other?
13. What change came to Strawberry-Blossom?
14. What did the plants say?
15. What did the sunbeam whisper to Strawberry-Blossom?

All the children were given a minute or two to frame an answer to the first question, then one pupil was called upon to give his answer. As the work proceeded, criticisms were made by both the teacher and the children. These criticisms called the pupils' attention to omissions in subject-matter; to inaccuracies of statement, and to errors in grammar and pronunciation. The children sometimes suggested better ways of saying things, but the teacher said very little about this, her purpose being to fix the story as a story in the minds of the children, for until children thoroly know the story as a logical sequence of events, very little can be done toward improving their way of telling it. After all the questions had been answered singly the children told the entire story, each pupil contributing the bit which he had previously given. Going over the story several times in this way did not make it monotonous, for there was always something new to strive for, besides sufficient variety to afford an effective stimulus.

## HOW TO HANDLE FAIRY STORIES IN SCHOOL

PERCIVAL CHUBB, Director of English, Ethical Culture School, New York City.

As to the way of handling fairy stories it would be well to take a hint from Mr. Hartland's distinction between the traditionary and the literary forms of the fairy story. Let us handle the traditionary story (which is the more important for literary and pedagogical purposes) in the traditionary way; let it be something that is told and not read; let its appeal be to the ear and eye by all the methods of the old-time story-teller. The stories should remain fluid, vital, assuming no set form of language, associated forever in the child's mind with the story circle and the cosy corner or mamma's or papa's lap. In that way we avoid the verbal slavishness on the part of the child. These stories do not exist in any classic form, and most of the versions one finds in the school-books are poor or intolerable. (The one-syllable versions and such like monstrosities are simply murderous. No librarian should give them shelf-room save in his chamber of horrors.) The material must be worked over by the teacher in accordance with the principles of the art of story-telling.

In the next place let the characters of the stories be companionable presences for the child; people to be talked about and with and to be imitated and resuscitated as children will naturally revive them in dramatic play. Encourage what the psychologists call the disso-

ciative imagination by detaching scenes, episodes, characters from their setting. This is very valuable training for the imagination.

As for the telling, we must borrow what we can from the art of the story-tellers of the days when story-telling flourished. Better than a deal of prescription is this suggestive sketch of Agatuzza Nessia, the old woman from whom Dr. Pitre gathered so many stories in his rich collection—seventy years old, a mother, grandmother and great-grandmother, who had never forgotten the innumerable tales told her by her own mother.

"She can not read, but she knows so many things that no one else knows, and repeats them with a propriety of tongue that is a pleasure to hear. . . . If the tale turns upon a vessel that has to make a voyage she utters, without remarking it, or without seeming to do so, sailor's phrases and words which only seamen are acquainted with. If the heroine arrives poor and desolate at a baker's and takes a place there Nessia's language is so completely that of the trade that you would believe the baking of bread had been her business. . . . Her narration consists, more than in words, in the restless movement of the eyes, the waving of the arms, the gestures of the whole person, which rises, walks around the room, bends, and is again uplifted; making her voice now soft, now excited, now fearful, now sweet, now hoarse, as it portrays the voices of the various personages and the action which these are performing."

That is the ideal method of quickening the emotional and imaginative nature of the child. It suggests that it is a mistake for the teacher to sit when telling a story; she must move, gesture, sing, dance, as occasion demands. In short she must be an imaginative and emotional person herself, and help us to get into our lives more of that warmth and color of the impassioned soul which are so depressingly lacking in our schools and outside of them; inside them, doubtless, because outside.

Conceived of in this way, I believe that the fairy story and its kindred—legend, myth, fable—have a great future before them. A wondrous wealth of material drawn from all quarters of the world, especially of the orient, is being gathered for us; and we shall make use of this increasingly as the cloud cast upon us by the triumphant realism and materialism of the past fifty years withdraws from off our spirits. For—let this be my last word—the fairy story will always have a place in the heart of man, because there is so much that is fairy-like in life. As long as the human race endures its finer spirits, smitten by the beauty and wonder of the world, will weave their web of phantasy about it; and all those who believe that the vision and the dream have their place in life with the getting and spending, the toiling and striving, will both cherish for themselves all the lovely imaginings and reveries of these spellbound souls and will see to it that the child enjoys the heritage which comes to it out of the great unconquered child-heart of the race.—(From paper read at N. E. A., 1905.)

### THE SWING

How do you like to go up in a swing,  
Up in the air so blue?  
Oh, I do think it the pleasantest thing  
Ever a child can do!

Up in the air and over the wall,  
Till I can see so wide,  
Rivers and trees and cattle, and all  
Over the countryside—

Till I look down on the garden green,  
Down on the roof so brown—  
Up in the air I go flying again,  
Up in the air and down!

—Robert Louis Stevenson.



# Numbers & Arithmetic

## TIME

WM. M. GIFFIN, F. E. Willard School, Chicago, Ill.

What a poor conception the average adult has of a minute. Yet they all learned in school that, "Sixty seconds make a minute," etc., but few of them ever received when a child, a very accurate idea of a second. Tell a room of twenty or thirty people or pupils to lower their heads when you say "begin," and to raise them again when they think a minute has passed. You will see them raising their heads all the way from ten to seventy seconds.

Ask a car full of people on a suburban train how long the train stopped at a station and a majority of them will be apt to say anywhere from one to three minutes, when the fact is that thirty-five seconds is considered a long stop.

A study of the pendulum will give an idea of the second. Use small strings with a weight on one end, the strings to be 18.24, and between 39 and 39½ inches long. Hang them where they can vibrate. Let the pupils count the number of vibrations in a minute. The long one will be 60 to a minute, then tell them that, or let them, rather, tell you that 60 seconds make a minute.

Get an old clock face to teach the time to the little children. If you can get one show them an hour glass, a sun dial, and make some King Arthur candles. With them find out how they were used to tell the time. Write the following on the blackboard showing how the Indians counted time (Indian Myths, page 93, Ellen R. Emerson) and have them give reasons for the names.

January—The cold moon.

February—The snowy moon.

March—The green moon.

April—The moon of plants

May—The moon of flowers.

June—The hot moon.

July—The moon of the deer.

August—The sturgeon moon

September—The fruit moon.

October—The traveling moon.

November—The beaver moon.

December—The hunting moon.

Reading—"The Old Clock on the Stairs." Let the children tell how it should be read, i. e., whether: forever, never, never, forever. Or forever—never—never—forever. And why they think so.

In the grammar grades, study the clock.—First clock used in 1232 (see Encyclopedia Britannica, vol. vi., page 131) that resembles ours. Water clock used in 135 B. C. (vol. v., page 826). The first watch, 1530 (vol. xvii., page 250). See vol. xxxiii., page 154, for description of the diving-clock. Timekeepers for sea voyages, vol. xvii., page 259.

The children may now be taught how to find the time between any two dates. Many interesting problems from history may be given here.

Instead of giving isolated, uninteresting problems, such

as—Find the difference in time from April 25, 1777, and September 6, 1757, we can add that which is of interest and value by filling in the problem with something that is alive, as:

1. Lafayette was born September 6, 1757; he came to America to assist Washington in his struggle for liberty, April 25, 1777. How old was he when he came?

Any child will be more interested in Lafayette when he learns that he was but a boy less than 20 years of age at this time.

2. Andrew Jackson was born March 15, 1767. He took part in the battle of Hanging Rock, which was fought August 6, 1780. How old was he?

What boy will not take a second look at "Old Hickory's" picture when finding that his first battle was fought at less than 14 years of age?

3. How old was Washington when he died?

4. How long since the United States declared its independence?

5. How long is it since the water clock was used?

Let the children find their ages in years, months and days.

## Longitude and Time

How many degrees in every circle? Why? (See Century Dictionary, volume ii, page 1509.) How many around the earth? Where does the sun rise? Where does it set? Who first saw the sun this morning—people in Chicago or people in New York? Why? People in Chicago or people in Denver? Why? Where will the sun be at noon today? (N. B. Not over their heads; if they say so, let them make observations at noon to prove it.) How long before the sun will be at this point again? (24 hours.) Over how many degrees of the earth will it have passed? (That is, its rays will have passed over how many degrees?)

If 360 degrees are passed over in 24 hours, over how many degrees will the sun pass in 1 hour? (1-24 of 360= 15 degrees.)

1. A lives 15 degrees east of B in the same latitude. How much sooner did A see the sun rise than did B? Why?

2. If two men live 7½ degrees apart, what is the difference in their time?

3. If the sun covers 15 degrees in one hour, how many minutes is that?

4. If the sun covers 15 degrees in 60 minutes, how long will it take to cover 1 degree? 1-15 of 60 minutes, or 4 minutes.)

5. Two men live 2 degrees apart (same latitude), what is the difference in their time?

6. What is the difference in their time when two men live 3 degrees apart? 5 degrees? 6 degrees? 10 degrees?

7. Every degree of longitude means how many minutes of time?

8. One degree of longitude equals how many minutes of longitude? (60.)

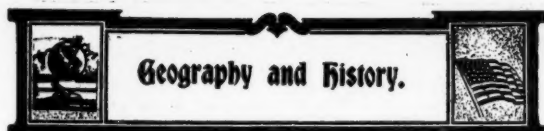
9. If the sun passes over 1 degree of longitude in 4 minutes of time, how many seconds of time is that? (240.)

10. If the sun passes over 60 minutes of longitude in 240 seconds of time how long will it take to pass over one minute of longitude? (1-60 of 240=4 seconds.)

13. Two men live 3 degrees and 3 minutes apart; what is the difference between their time? (2 times 4 seconds =8 seconds.)

12. What is the difference in time when the difference of longitude is 3 minutes? When it is 4 minutes? When it is 8 minutes?

13. Two men live 3 degrees and 3 minutes apart; what is the difference between their time?



## TYPICAL STUDIES IN GEOGRAPHY

The following outline of typical studies of sections of the United States is the Detroit plan for fourth grade classes. Besides the regular text in use by the class other geographies, geographical readers and magazines should be available for reference.

### MISSISSIPPI VALLEY

#### Typical Studies

1. Mississippi Valley as a Whole.
  1. History stories of early exploration and settlement.
  2. Position and extent.
  3. Surface.
  4. Coast line.
  5. Drainage—River systems. Mississippi and St. Lawrence. Glacial formation of lakes.
  6. Soil—Formation of lime beds in Kentucky and Tennessee.
  7. Climate—Variety, why? Rainfall, why?
2. Prairie Regions.
  1. Method of travel and route taken by early settlers.
  2. Appearance of prairie to early settlers.
  3. Fertility of soil. Converting into farms.
  4. Making roads.
  5. Draining and ditching.
  6. Rise of towns and cities.
  7. Railroads and canals.
  8. Trading value of rivers (Mississippi, Ohio and Missouri).
  9. Prairie states.
  10. Chief products.
3. Corn and Livestock.
  1. Value of our corn crop.
  2. Uses of corn—food for man and beast.
  3. Raising cattle and hogs on farms in prairie region.
  4. Cattle ranch—Herds of cattle. Cowboys. Branding. Round-up.
  5. Shipping cattle and hogs to Chicago, Kansas City, Omaha and St. Louis.
  6. Stockyards and packing centers.
4. Wheat Farm (Type in Valley of Red River of the North).
  1. Size. Buildings. Employees. Compare with Michigan farm.
  2. Planting and harvesting of wheat.
  3. Locate entire wheat district.
  4. Marketing of wheat. Elevators. Shipment.
  5. Value of our wheat crop.
  6. Milling. Minneapolis.
5. Lumbering in Minnesota.
 

Lumbering on upper Mississippi. Logging camp in winter. Uses of snow, skidding, rafting. Forest fires. Sawmills and planingmills. Lumber ports. Compare and contrast with lumbering in Michigan, the south, and with the hardwood forests of Indiana and Ohio.
6. Upper Mississippi River—From Its Source to St. Louis.
  1. Scenery.
  2. Cities.
  3. Commerce.
7. A Coal Mine in Illinois.
 

Compare and contrast with mines of Pennsylvania.

### 8. Petroleum Wells in West Virginia.

1. The oil fields. Sinking wells. Transporting oil to market. Standard Oil company. Commercial uses of oil.
- ### 9. Tobacco-Raising in Kentucky.
1. Compare and contrast with tobacco-raising in Virginia.
- ### 10. Cincinnati. A Trade Center.
1. Advantage of location. River traffic. Railroads. Compare with Boston, New York and Philadelphia.

## THE LOWER MISSISSIPPI

### Typical Studies

1. The Lower Mississippi from Cairo to Delta.
  1. The flood plain below Cairo.
  2. River windings.
  3. Floods, levees.
  4. Mississippi river. Steamboats. Pilots.
  5. Changing channels.
  6. Jetties at mouth of the river.
  7. Cities. Memphis, Vicksburg and New Orleans.
2. A Cotton Plantation.
  1. Size. Description. Homes of planters and laborers. Relations between them.
  2. Shipment by rail and steamboat.
  3. By-products (cottonseed and cottonseed oil).
  4. Cotton mills in south.
3. A Sugar Plantation.
  1. Sugarcane and the cane fields.
  2. Sugar mill—boiling down juice.
  3. Refining and shipping.
  4. Compare with maple sugar making.
  5. Compare with beet sugar production in Michigan.
  6. Compare with Cuba and Hawaii in regard to sugar products.
4. Rice Fields of Louisiana.
  1. Climate and soil necessary for rice production.
  2. Irrigation canals.
  3. The rice plant. Harvesting the crop. Curing and threshing. Rice as a food.
5. New Orleans. A Trade Center.
  1. Center for the cotton trade.
  2. Commerce on river and ocean.
  3. Levees, wharves and river front.
  4. Products.
  5. Railroad center.
  6. Trade with Central and South America.
  7. Value of jetties.
6. Galveston. Location. Commercial Importance.
7. St. Louis. A Trade Center. Traffic by Water and Rail.
  1. Advantage of location.
  2. Railway bridges.
  3. Louisiana purchase.
  4. World's fair.
  5. Manufactures.
  6. Center for products of both north and south. Grain and livestock. Cotton and tobacco.
8. Lead and Zinc Fields of Missouri.
  1. Found in pockets and veins of limestone.
  2. How mined and refined for use.
  3. Commercial uses of lead and zinc.

### Resume

River with its tributaries sketched.  
 Different producing regions located.  
 Chief marts pointed out and compared.  
 Contrasts of climate and production noted.  
 Kinds of population and occupations.  
 "This extensive valley with its network of rivers and variety of producing regions is a great complex type of a river valley which to compare other great river valleys of the world."

## THE FLOOR MAP IN GEOGRAPHY

HERMAN T. LUKENS, Head Training Teacher

State Normal, California, Pa., and author  
of "The Fifth School Year," A.

Flanagan Co., Chicago.

Standing on the floor map a pupil has the directions, north, south, east and west, just as he has them on the earth; the scale for New England is the same as that for Texas or California, and hence he gets the relative size fixed correctly in his visual image. As he walks over the map from state to state, or from hill-top to plateau or plain or prairie; or ascends or descends the streams; or crosses by the Indian trails or the great railway routes, he is combining motor images with his sensory images just as he would in traveling thru the country.

In the usual arrangement of book maps and wall maps the pupil views the country from only one standpoint, namely, from the south looking north; but on the floor map the pupil walks



Making the Floor Map



Floor Map Showing Density of Population

over the map and sees all parts of the country from all possible viewpoints. He is as familiar with the United States as viewed from Canada or from New England or from Colorado as he is with the view from Mexico or the Gulf of Mexico.

The scale may be made larger on the floor than on any wall map, and hence the features may be shown more plainly. Think of the pedagogic value of size in the great open-air model of Palestine in the park at Chautauqua, of Jerusalem at Ocean Grove and the growing-crops map of the United States at the Louisiana Purchase exposition. The scale of most of our little book maps is quite impracticable either for the purpose of forming a shape or area concept for scale calculation. The scale I have found most convenient to use is ten miles to the inch, since calculations of distance may then be made directly from inch measurements on the map without any figuring whatever.

To make the rivers and coast line permanent they may be gouged out of the floor by a small, sharp gouge. This will help very much in giv-

ing to the map somewhat the appearance of a relief map and will make the rivers look natural. The bed of the rivers may be nearly filled with paint, which, being slightly below the level, will not wear off in the constant use of the floor. The artificial boundaries may be marked off by round-headed tacks.

If it is desired not to mark up the floor the map may be prepared in sections on slating cloth, cut out on the boundaries of states. In such cases, of course, the map will have to be taken up after use and relaid again whenever needed.

All water features should be put on in blue paint, the varying tints of blue being used to indicate the different drainage systems. The contour lines for height may be put on in yellow (2,000 feet), red (5,000 feet), green (8,000 feet) and white (over 11,000 feet).

The population of the cities is indicated by upholstery tacks and brass and iron brads, or, on the slating cloth, by the city boundaries to scale with the addition of a white dot in paint for every hundred thousand of population. On



Floor Map showing Wheat Area



the floor an upholstery tack alone stands for a town of less than 100,000; a brass brad is added for every full 100,000 and an iron brad for every additional 30,000 to 80,000. The cities with over a million in population—New York, Chicago and Philadelphia—are best represented by tacking on pieces of tin, cut to scale in the shape of the city boundaries.

### WEATHER CHANGES

Exercises to represent in active movement the weather changes over the whole country as these are reported by the weather bureau on the daily weather map.

#### Exercise No. 1. The Highs and Lows, Clouds and Winds

Have a girl step out on the map carrying a rod with the word "high" on its top. She takes her position where the weather map reports a high. If there are several highs let each be represented in the same way. Have the "lows" similarly carried out by boys. The pupil reading the weather map then calls out the condition of the weather at the various stations, e. g.: "Minneapolis clear, Chicago clear, St. Louis cloudy, Memphis cloudy, Denver clear," etc. As the cities are called the pupils step out on the map and stand on the places named, the boys representing the cloudy weather and the girls with their lighter and brighter dresses the clear weather.

When all the members of the class are out on the map the reader again goes over the list of signal stations, this time calling out the direction of the wind. As each town is named the pupil standing at that point turns and faces the direction in which the wind blows.

The pupils may be questioned as to what changes of temperature they expect at the places at which they are standing, in consequence of the wind direction. Cooler may be indicated by turning up the coat collar or putting a handkerchief around the neck, while warmer is shown by fanning or unbuttoning the coat or wiping the brow with the handkerchief.

This exercise should be repeated every day. It takes but a very few minutes and occupies all the class in an active, co-operative, thinking drill.

When the children are somewhat used to the procedure they may be asked to face the direction in which they think the wind should be blowing without being told the direction till afterwards. This will accustom them to the significance of the highs and lows. They may anticipate the location of the clear or cloudy weather also and thus be trained to forecast the weather from the fundamental conditions.

#### Exercise No. 2. The Movement of the Highs and Lows Across the Country

As the children become accustomed to the representation of the weather in this way the changes from day to day may be acted out by the class without any break in performance.

The highs and lows, moving eastward across the country, carry similar weather conditions of cloud or clear, of wind direction and of temperature eastward. Hence in general the children have only to move eastward about six hundred miles and they have brought with them the weather of the next twenty-four hours. This may be corrected by reading the weather map of that day and noting any irregular movements, as the breaking up of a cyclonic center, its disappearance, or the formation of new centers in the south or southwest, or, as is more usual, in the far northwest.

#### Exercise No. 3. The Rainfall or Snowfall

As the reader of the weather map calls out the names of the signal stations, with the reported rainfall or snowfall, the children step out on the map, the boys to stand for rainfall and the girls to act the part of snowfall. Each one carries his or her decimal inch ruler and indicates on it the amount of rain or snow that has fallen by sliding a white paper marker along the ruler. The progress of the storm to the eastward may also be acted

out by all the pupils moving eastward till they reach the coast, whereupon they take their seats.

#### Exercise No. 4. The Isotherms and the Isobars

The reader calls out the thermometer readings at the different stations and the pupils step on the map, remembering the temperature at the place where they are standing. After the map is full of pupils those at places with a temperature of zero hold up their hands; then those at places with 10 degrees; then those at places with 20 degrees, and so on as the wave sweeps southward. The isotherms may be represented by a cord held by all of those at places having the same temperature. The boys may stand for temperatures above freezing and the girls for temperatures below freezing.

The isobars may be represented similarly. Rising or falling of either barometer or thermometer may be indicated by the position of the hand up or down. The boys may stand for barometer readings below normal and the girls for barometer readings above normal.

Monthly or seasonal averages may, of course, be represented in the same way as the daily weather conditions. While the children are standing on the map they may be questioned as to the causes of local differences, as, for example, near the coast, in the lake region, in the Rocky mountains, in the Great Basin, along the Pacific slope, etc.

Such thinking of the weather in large areas will be found most valuable in making the mind familiar with the country as a whole. If even a snail grows large in proportion to the size of the pond he lives in, how much more important for the heart and mind of man is the size of his thinking and feeling!

### OTHER EXERCISES IN GEOGRAPHY AND HISTORY

On the floor map mark the head of navigation in the Mississippi and in each of its tributaries. Do similarly for each of the other navigable rivers. Note the causes of the growth of towns. Most large cities are situated where two or more important lines of transportation converge or cross. Note this crossing of lines at Cleveland, Chicago, Detroit, St. Louis, Duluth, Toronto, Winnipeg, Pittsburg, etc.

Cover the northern portion of the map with paper or sheeting to correspond to the great ice sheet and treat the stages, movements and effects, with the transitional changes.

Mark all the "carries" or portages from the Great Lakes to the head streams of the Mississippi valley. Trace the Indian trails and the great transportation routes by rail, canal and river. Remember that the central west is the most American part of America. The size of the region and the enormous scale of industrial activity have had a dominant force in making us a great nation with large ideas. While chiefly an agricultural region, it also includes the greatest lumber areas of the country and embraces the greatest coal, petroleum, iron, copper and building stone deposits in the continent. It contains the greatest manufactories of agricultural machinery, of furniture, of wagons, of iron and steel, of flour, of beer and tobacco, and has the greatest plants for the slaughtering of cattle and the packing of meats.

On the floor map pupils may take their positions at the chief trade centers and play the game of inland commerce, making out invoices of goods to be shipped by boat or rail. Other pupils may represent the transportation companies and distribute the goods. The game ends with the comparison of shipments and receipts by the different cities. Statistics for this purpose are to be found in the census reports, in the commercial geographies; but the best, most detailed and freshest material is to be sought in the very valuable Monthly Summary of Commerce and Finance of the United States, published by the department of commerce and labor.

The movement of great staples, as wheat, cotton, iron ore, lumber, etc., may be followed singly and thus their relative importance shown.

Cut-out maps may be used to make comparisons by simply superimposing one on the other to see how they compare in size.

It is doubly valuable if you can have the wooden floor utilized for the floor map of North America and



Comparing Europe with the United States by Superimposing Maps of the Same Scale. (France, Germany, Italy, Holland, Belgium and Switzerland cut out on boundary lines and lying on the floor map of the United States. Sicily lies over New Orleans, while the northern coast of Germany crosses Lake Superior.)

then have the countries of Europe cut out of slating cloth on the boundary lines, using the same scale of ten miles to an inch for each map. This will enable you to review the United States in comparison with Europe in the simplest, most effective manner. Germany, England or Switzerland may be laid right down on any part of the United States for comparison in size, population, resources, scenery or physical features. Comparisons thus made thru the senses are far more convincing and impressive than those made in imagination by language only. In fact, it is necessary to have some such sense impression in the mind anyway in order to have any image in our imagination.

### TELLING HISTORY STORIES

The history in the primary grades is embodied in the work in reading, language and geography.

In the first two grades the children are obliged to get the thoughts of most history stories and poems from the teacher's presentation. She should both tell and read stories, but oftener the former. Every primary teacher should feel it a sacred duty to cultivate the art of story-telling and of good reading. There is no quicker, surer way of sending a truth home to the heart of a child. For the same reason she should recite many of the poems to them. Every story told or read, and every poem recited or read, should impress upon the child, ideals of good reading—of good expression—as well as of good thought. It is well to present the selection first, without explanations, and let each mind think its own thoughts; to lead the children to express these; to present again, to question, stimulate children's questions, freely discuss, and follow with the children's oral reproductions. As in all lessons there should be a full and free expression of impressions made.

In the third and fourth grades all of the above suggestions should be followed, as in the first two, but we should remember that the children are now gaining in power to get the thought by their own reading. Day by day they should be doing more and the teacher less, the latter always guiding, stimulating, helping to interpret, supplementing the knowledge and presenting ideals.—Minneapolis Course of Study.

### GEOGRAPHY AND NATURE-STUDY

Geography should begin with facts open to observation in the home district, and the pupils when thoroly grounded in the meaning of the relations existing there are then prepared to extend their studies intelligently over the world.

One of the first principles of nature-study is that it shall deal with facts open to the personal experience of the pupils, and these are necessarily bound up with his home surroundings. Geography and nature-study, then, in the earlier years of school life, deal from the same standpoint with practically the same materials. For the first three years, at least, we cannot differentiate them in practice. Possibly in the fourth year it may be best to do so, altho even here both subjects continue to deal with the home, but from somewhat different standpoints.

There appears to be a deeply rooted tendency, in planning courses of study for the elementary school, to separate closely related facts in order to make them fit into our artificial systems. The child sees things as wholes and understands much better if related facts are presented in their natural associations.

Another mistake constantly made is to expect too much of young children in the way of forming ideas and mental images of what is outside of their experience. How can we expect them to comprehend world relations, or to make other than parrot-like responses before they understand the meaning of similar relations in the little world about them? The fifth year is certainly early enough to begin the formal study of the earth as a whole, altho this is far from implying that all reference to the world as a whole be omitted up to this point. Thru nature-myths, folk-tales, stories of children and life in other lands the pupil will imbibe incidentally general notions which will form a setting for the more advanced work when they are advanced sufficiently to take it up. Even after general geography has been begun the home must still continue to be the datum mark to which the pupils will constantly refer for comparison with what they are attempting to learn about similar relations elsewhere.

This undifferentiated work of the first four years, thru which the pupils come to understand their surroundings, we may call either home geography or nature-study, preferably the latter, for it conveys a wider and more generalized meaning. It would be better still if we had a comprehensive term similar to the German "heimat-skunde," or "home-lore," as it has been translated.

The criticism that geography is a mere jumble of facts from different sciences and that to modernize the subject these should be segregated in primers, each dealing with a particular science, is wrong in theory and has been shown to be so in actual practice. Geography, as we have seen, has a definite content and a particular purpose to fulfill. If we separate its component parts we are destroying the subject and the higher outlook upon the phenomena of the earth which their synthesis affords us.—Nature Study Review.

# Nature Study

## APRIL NATURE STUDY WORK

F. A. HARRISON, Brodhead, Wis.

The spring months furnish an abundance of material for nature study work. The seasonal change so gradually taking place is but the harbinger of the changes to take place so soon in the world about us. April is the month in which many of the changes in the life about us begin. It may be better, therefore, to make the nature study work for April very general and dealing with many subjects rather than to confine it to a particular line of work. In all of the work of this month the pupils will become interested in proportion as the teacher is interested and in proportion to the amount of old Mother Nature they see. After the confinement of the winter the time is ripe for encouraging an interest for things out of doors. The natural curiosity of children will lead them to investigate, and the important thing for the teacher to do is to direct investigation along profitable lines. Many of the interesting changes may be noted at recesses and noons and during the course of short walks.

### Our Bird Friends

The identification of our common birds is a pleasant occupation and pupils can easily become proficient by devoting but a short time daily to making observations. The walk to school often affords abundant opportunities for making observations. The easiest way of becoming acquainted with our bird friends is to have some one who knows point them out to us, but the interested boy or girl can often identify them by the aid of the pictures in an encyclopedia or bird chart. The subject soon becomes fascinating, and a wholesome respect for our feathered friends is easily developed. Robins, bluebirds, catbirds, brown thrushes, orioles, meadowlarks are soon objects of interest and considered pets. The following outline of work is suggestive:

1. Observe times of arrival of our summer visitors.
2. Identify by sight most of the common birds.
3. Have pupils learn to identify several by song.
4. Observe habits as to place of habitation, foods, manner of flying, etc.
5. Watch the nest-building of several and the early attempts of the young to fly.
6. Make observations as to food when possible, and calculate as to which birds are harmful.
7. Give special attention to the robin and watch him run, hop or fly. Watch him in the early morning or after a warm rain as he pounces down upon Mr. Anglemore and draws him from the earth.
8. After interest is aroused bring forth books that may furnish more information to those interested.
9. Might not life become unendurable from insect pests but for the fact that so many insects are eaten by the swallows and other birds?

### Buds and Flowers

On a few occasions early in the month have a lesson or two on buds. Select several kinds for study as to appearance, some being small and some large. Have each pupil examine several lilac buds by removing gradually scale after scale and finally leaf after leaf. In many buds of the lilac may be found the tiny, compact mass of blossoms that would soon become the flower. Have the pupils see that a bud is something more than an excrescence. A bud contains stem, leaf and flowers carefully packed away and partly protected from the winter cold by the outer scales. Count the scales on several lilac buds and try to get the average number that a single bud has. Do the same for the parts that look more like leaves. What proportion of the buds exam-

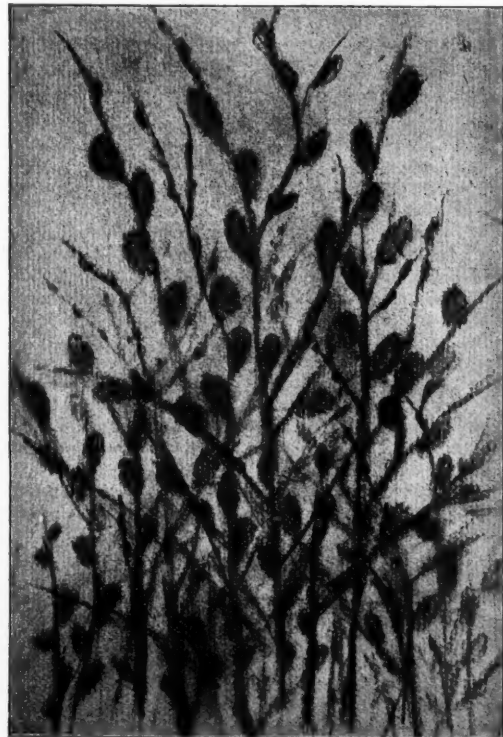
ined contain blossoms? The horse-chestnut bud is larger than the lilac bud and easier to examine, but is not so common. A fine needle stuck in the end of a stick and used as an awl makes a valuable instrument for dissecting buds.

Later in the month have another lesson in buds and note the changes that have taken place. Some may have swollen some or even broken forth from their winter covering. On the soft maples examine branches for leaf buds and flower buds. Continue to observe the development of the buds of the lilac even into May and make examinations as to how many leaves appear on the average from the growth from one bud.

Toward the close of the month the common spring flowers will claim the attention of all.

### Erosion

Study erosion in April. Many pupils in primary geography if asked could not tell whether water runs uphill or downhill. This is because the class work becomes bookish, the teacher not realizing that the pupil does not visualize all that he reads. What transpires in the classroom is often a mere matter of droning over a subject and is not considered by the pupil as being connected with the outside, real world. So take the geography class out after a good April shower and let it see what the water is doing. Watch it follow the wheel tracks down some roadway that has an inclination. Does it gully out the roadway? Where does the dirt go to? Follow the stream to the foot of the hill and study the delta formation. Where did it come from? Will deltas always be formed at such places? Let the pupils try to dam the stream or try to prevent the downward course of the water. Perhaps some large gullies may be found, or some of the boys may know of such. Was the stream on the hillside clear or dirty? How about the creeks and rivers after heavy spring rains? Where does the river silt come from and where does it go to? In the delta at the foot of the hill what part of it had the finer texture, the part on the side toward the hill or the part on the side farther down? Get data as to size and extent





of the great deltas of the Mississippi and Nile rivers. Scientists have estimated that in what is known as the driftless area of southwestern Wisconsin weathering and erosion have disintegrated and carried away the solid rock to a depth on the average of 150 feet and covering in area several thousands of square miles. Has the removal of this earth helped to build up the delta of the Mississippi?

#### School Gardens

April is the month in which to plan the school garden. Much time is being given thruout the United States to the science of agriculture. It is an important subject and is receiving more and more attention by national, state and county experiment stations. Even high schools and rural schools are devoting a considerable time to the consideration of the simpler principles. It almost seems that the rural schools could give the subject the broadest attention, for almost any farmer boy could have a small patch of ground set aside for himself upon which to experiment. This would give a chance for large and varied experimentation. But from the teacher's standpoint the work must not consume more than a fair share of the time, and it may be best to carry on each year only a small but definite amount and kind of work. The care and raising of some particular crops may serve. Other subjects to select from are the study of soils, the general physiology of plants, the care of bees, dairy products, breeding of farm animals, etc. Perhaps all that can be undertaken is the caring for a few trees or flower beds. But in whatever line that is undertaken try to explain the underlying principles. Some thoro text should serve as a guide always. If a small tract of land near the school grounds can not be had it may be best to use a portion of the school grounds. In all the agriculture work try to obtain thoughtful experimentation and aim to make the work practical.

#### BIRD STUDY

E. L. KLETZING, Principal Rose Hill School, Chicago.

"And a little child shall lead them."

On May 3, 1905, two of our boys went birding after school. At the family table in the evening one of them mentioned that he had seen thirty-five birds and nineteen different kinds of birds that afternoon. His parents said that they did not believe him, as there were not nineteen different kinds of birds in Chicago.

These are well-to-do parents, but educated in the days when you and I went to school, when a picture—even of a bird—on the old-fashioned slate brought a rap over the knuckles.

Each child in our school from the third grade up has a bird book, made by himself. The plain brown cardboard cover is decorated with some nature scene which shows the taste and skill of the pupil. Some designs are pen sketches, some are watercolors and in the lower grades colored crayons are used.

In these books the pupils write a description of each bird after they study it in the trees and fields. For immediate use they carry a small note-book made by folding several spelling blanks end to end and stitching them in the fold. This can be covered with gray chalk or manila paper if desired.

Systematized knowledge is science. A conglomerate mass of nature facts is useless. To have the child systematize his knowledge is a great part of his education. For many years the Chicago schools have made weather charts under the inspiration of the Normal school. Why not have bird charts also? If a choice must be made the bird chart will give the child the greater inspiration. On these charts the child records the number of birds seen during the month or season. Certainly each child makes his own chart. We believe in making and doing. We use a simple form of chart for the lower grades and a more complicated one for the higher grades. During last season many of our

pils saw and recorded from twenty to fifty different kinds of birds, and their experience agreed with Roy's when he said to me that before this systematic study he knew only the robin, the bluejay and the English sparrow.

This work is not an exchange for history, literature and "Americanism." It has not displaced any subject in the schoolroom, but marbles and shiny have taken



Frontispiece of Bird Book by Grace Hedman

a back seat thru it. Bird study does not infringe on "culture studies." Most of the work is done out of school hours.

A recent speaker before a Chicago club would make us believe that all the "hold-ups" were due to school fads. Cure! "Deluge them with American literature." But honestly is not the future hold-up the boy who has been forced from school without an idea thru dry, formal studies which he can not grasp?

Let the child get an idea and then let the idea get the child, and he has an inspiration for life. The results of bird study are seen in the literature and especially in the composition work. The essays are not words, words. They are full of life generated within the child thru his activity. It is not dull routine; it is life to him.

One great trouble with bird study is the reluctance with which teachers take hold of it. As one teacher expressed it, she did not want the pupils to see how little she knew about birds. But once in the field this shyness is cast aside and the trip generates faith in the teacher, faith in the pupil, and the open air oxygen takes from the teacher the long, careworn expression—the trademarks of the Chicago teacher. I have seen a teacher's desk surrounded morning after morning with question marks and tales of colored plumage, but when we consider that different kinds of birds build different kinds of nests and lay different shaped and different colored eggs; and old nests are found by the scores and brought in with the question, "What kind of a bird built this?"; when we consider that the subject of nests and eggs is a study in itself, we soon learn to say, "I don't know, but we will find out."

Many valuable books are published which aid in placing birds. Mr. Walter's "Wild Birds in City Parks," Mumford & Co., and Mr. Lang's "Wild Birds of Illinois," Educational Publishing Co., are among the best for our use.

One other thought: Does the study of birds teach boys to stone them and rob their nests? One of our

boys was under suspicion of having robbed a bird's nest. Before it was known to the teachers the boys met, organized a club and decided to "punch" any boy who robbed nests. How easy it is for a child to right a wrong by committing another wrong! Later better judgment prevailed. The boys learned that it was a crime to stone and shoot birds and rob their nests. They posted a printed extract from the law in each room and declared they would report for prosecution any violation of the law.

I meet another objection continually, something like this: "Oh, yes, you who live in the suburbs can easily study birds, but think of us in the crowded city." Let me say frankly that when we want a good day off for bird study we strike for the city and one of its parks. Any park is far superior to our locality. In Lincoln park alone 150 different kinds of birds have been seen in a season.

In any large city a great many birds are killed by the electric wires and by flying against plate-glass windows which they can not see. This is especially the case with the warblers, as they migrate at night. The children find them and bring them in. In this way a school can soon have a collection without killing a bird, if a collection is desirable, but for a public school we doubt the wisdom of a collection of eggs, nests or birds. To study man we seek his society and not the graveyard. To study birds let us seek their haunts and learn their habits, without molesting them.

Bird study only intensifies the indignation at cruelty to animals, while sympathy for the dumb creatures borders on pity.

In our bird books we have attempted to sketch the bird as well as write the description of each one studied. This is difficult to do on account of the activity of the feathered bipeds. We had a bantam rooster pose for us in our rooms. We also had cats and rabbits pose. But the junco, the bluejay and the bronzed grackle refused to be subjected to such discourteous inspection. We give a few sketches from our bird books, altho the watercolors in the books show to better advantage than the black and white sketch on the printed page.

#### The Yellow-Bellied Sapsucker

On April 2, 1905, I saw this bird on a willow tree eating insects that injure the tree, and he then flew to a white ash, where he ran up and around it. He was with about four or more sapsuckers on Ridge avenue not far from where I live.

He has a scarlet patch on the head and throat. He is yellowish underneath, spotted with black, and when seen from afar it looks as if it was all black. He has a white stroke down his wing and it stands out very prominently. His back is black and white and he has a long, slender, pointed bill.

His food consists of insects found on dead trees. They bore in and deposit their eggs there. On live trees he sucks the oozing sap from the holes which he bores.

When he bores holes close together the bark peels off and sometimes causes the tree to die. In size he is smaller than a red-headed woodpecker.

He is not shy and he can be looked at for a long time, and when in danger he pops up his red crown and then flies away.

He builds his nest about forty feet from the ground and in old trees like most woodpeckers, and he and his mate equally share in hatching the young.



Yellow-Bellied  
Sapsucker

The female has a white breast and a red head and other parts are the same as the male.—Louis Schultz.

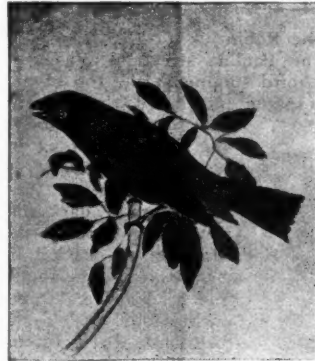
#### Scarlet Tanager

The scarlet tanager is one of the most beautiful birds that I ever saw.

The bird is a bright red with the exception of the tail and wings, which are black. I saw one on the corner of Granville avenue and North Clark street, and I saw one in North Evanston.

The one which I saw on Granville avenue was very nice about letting me get a good view of him. He sat on the tree for a long time, and there were a great many of us looking at him, but that did not disturb him at all.

The bird is not large. I should judge him to be a little



The Scarlet Tanager

smaller than a sparrow.

The female tanager is a dull green.—Ora Bird.

#### The Red-Headed Woodpecker

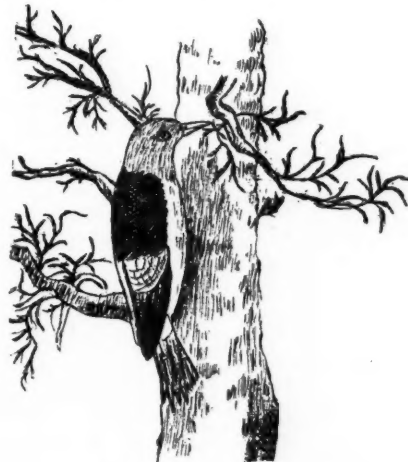
This bird is nine and one-half inches long. Its head is a bright red, the back is black with a few white spots and its breast is a pure white. I have seen about ten woodpeckers this year.

There are two nests of them on Ridge avenue in some large trees.

One day last week all the four woodpeckers were sitting on a bough. They were visiting each other.

Another time when I was there I saw one carrying pieces of straw up to the tree, then he flew away and came back with a long piece of string.

Yesterday when I passed I looked toward the nest and



Red-Headed Woodpecker

the bird stuck out her head and looked around.

They make a loud noise which sounds like "kr-r-r-r."

About the middle of May they begin to build their nest. They form it in the body of large limbs of dead trees. Then the female lays six pure white eggs. The young birds appear about the first of June.

The woodpeckers may be found in all parts of the United States. They leave this cold climate about the middle of September and fly to warmer countries.

The woodpecker is sometimes called the drummer.

He pecks at the bark and holds on firmly to the tree; then one can hear the sound, "r-r-r-r-ap," and he digs a tunnel to where the insects are. He has a long, sharp tongue which is covered with a fluid. With this he collects the worms and insects, which stick to his tongue.

Besides insects he eats fruits, such as apples, cherries and berries of different kinds. He has the habit of catching wasps and beetles on the wing.—Adeline Rehm.

#### The Robin

As I was walking along Paulina street on Washington's birthday I heard a bird singing at the top of his voice. I followed the sound and heard the singing



The Robin

more plainly and looking up saw a robin in a cottonwood tree. It was very pretty. Its color was a dark orange on the breast and slate on the back. It had white spots about the head and was nine inches long.

Robins are useful in some ways and not in other ways. They eat the worms and bugs which destroy the plants, but they like cherries and will sit for many hours eating them. They only eat one side and then start

another.

Their nest is made up of mud and hair and the eggs are light blue, three-fourths of an inch in diameter and one inch long.

The robin goes south in the winter and returns in the last of February or in March. While it is in the south it eats elderberries and angleworms. They go as far north as Alaska, but only stay a short while and go south where it is warmer.

The robin broods her young ones early in May. When the young ones have feathers they begin to learn how to fly. First they sit on the rim of the nest and then they fly to a twig nearby. If they can not reach it they fly to the ground. Then the mother is afraid that a cat will get them.

When they are able to fly and take care of themselves the old birds build another nest and hatch the second brood. While the mother is on the second nest and it is too dark to get worms the male often roosts with the grown-up children on a nearby branch, so he takes care of his children and mate.—John Connors.

#### Rose-Breasted Grosbeak

While I was walking in the cemetery Sunday I heard a beautiful song. I looked up and there among the trees sat a rose-breasted grosbeak. It was a very beautiful bird. I could tell that it was a rose-breasted grosbeak by its large bill and red-rose breast. It did not stay in the tree long before it flew.



Rose-Breasted Grosbeak

I then noticed that the under side of the wings was also a beautiful red.

The head, tail and wings are black, spotted with white, the larger spots being on the tail.

The rump, belly and breast are white.

It is a little smaller than a robin.

The female is a dull yellow-brownish color and is a little smaller than the male. It has no bright feathers as the male has.

They build their nests of sticks and straws, usually on the low branches of thorn trees.

The eggs are bluish-white spotted with brown. They are about one inch long and three-fourths of an inch in diameter. The male and female take turns in sitting on the eggs. There are usually four eggs in a nest.

The male has a beautiful song and often sings while sitting on the eggs.

The grosbeak feeds on potato bugs and other destructive insects. It also feeds on buds and blossoms of forest trees. The only damage the grosbeak does is that it eats green peas.

I read in a book in school that a grosbeak and her young ones came to a large potato field every day, and the young ones would all sit in a row on the fence and wait till the parent birds brought them the potato bugs. They ate all the bugs in a short time.

In this way they pay for more than all the peas they eat during the whole season.—Marie Walker.

### PRIMARY NATURE STUDY EXERCISES FOR TRAINING IN OBSERVATION

EMMA C. DAVIS, Primary Supervisor Cleveland, Ohio.

Often with adults, and much more so with children, the really obvious passes unnoticed except when the attention is specially called to it; our eyes are not sufficiently under the direction and control of our intelligence. With this fact in mind the following exercises are suggested as introductory steps in nature study lessons for first and second grades.

(It should be noted that the "law of contrast" which is involved in all knowing is consciously made use of in these exercises.)

1. The teacher holds up two quite dissimilar twigs. Children find differences in shape, coloring, size and details of buds and branching.

2. Children by couples compare their twigs and find differences as above.

3. Each child studies his twig to give a good general description or word picture.

4. Children study their twigs to find and tell or write all details and points of interest and beauty; when written this constitutes a "record of observation."

5. A game: Teacher describes one of a bunch of twigs. Children try to find; to recognize the twig from the teacher's description.

6. A child describes one of the bunch for the teacher or other child to recognize and find. Repeated with several children.

7. Teacher describes and children draw the twig on blackboard from her description. Twig compared and best drawing or line picture noted.

8. Children make word pictures (descriptive) and line pictures (drawings) of their twigs.

9. Color pictures and modeled "pictures" (clay work) of twigs made.

These exercises have a special function and are only introductory to a real study of life forms, which should always include not only the fact but the significance of the fact; it should also leave an interrogation in the mind.

To illustrate: "In this twig the branches are in pairs, but each pair is on the opposite side of the twig. Why?" (Develop that by this arrangement each branch can best get air, sunshine and water.) Leave the interrogation with them as to whether all twigs are so arranged. Subsequently develop differences in branching, as swaying willow, slanting maple, erect poplar, etc., as reasons why the twigs are placed differently.

Have a short period of nature study during this term every day; let it be the most informal period of the day and let it serve to brighten and stimulate the children.



# School Entertainment

LAURA R. SMITH

## ARBOR DAY AND BIRD DAY FOR PRIMARY AND INTERMEDIATE GRADES

### All—

"We've gone from the threshold of turbulent March,  
The green scarf of April is hung on the larch,  
And down the bright hill-side that welcomes the day,  
We hear the warm panting of beautiful May!"

—O. W. Holmes.

### 1.

Meadow lark has come,  
Sweet spring is here,  
You'll hear his voice  
So sweet and clear;  
See how he flies  
Up thru the skies!  
Meadow lark, meadow lark  
Meadow lark dear!

### 2.

Oh, the robin is a merry bird;  
He comes back in the spring,  
He sits up in a leafy tree,  
And then I hear him sing;  
Sometimes upon a warm spring day  
There comes a shower of rain;  
I look out of my window  
And I hear his sweet refrain.

**Song.** Tune "Clementine," College Songs.

### 1.

Oh the sweet birds all are singing,  
And the meadow lands are fair,  
While the birds are calling, calling,  
Daisies blossom everywhere.

### Chorus—

Welcome springtime, happy springtime  
With your birds and flowers fair,  
All the world is full of sunshine,  
Daisies blossom everywhere.

### 2.

Oh the sweet birds all are building  
Nests up in the tallest trees,  
And they swing up in the branches  
Stirred by spring's soft gentle breeze.

### Chorus—

**Recitation** by five boys.

### 1.

Who is it sings in the old apple tree?  
So cheerily? so cheerily?  
Robin has come and right merry is he  
And he sings in the old apple tree!

### 2.

Who is it sings in the old poplar tree?  
So merrily? so merrily?  
Hush! hush! 'tis the song of the thrush,  
He sings in the old poplar tree!

### 3.

Who is it drums in the old maple tree?  
With his colors gay that we all can see?  
With a drum, drum, drum, he says he has come,  
Woodpecker drums in the old maple tree!

### 4.

Who is it hides his nest in a tree?  
A bright little bird that we seldom see,  
Humming-bird knows the scent of the rose,  
Humming-bird hides in the tree!

### 5.

Who is it in a hammock nest swings?  
And all the day long he chirps and he sings  
Oriole dear sings "Sweet Spring is here,"  
Oriole in the hammock nest swings!

**Song.** "The Bluebird," Songs in Season.

### Recitation.

Do you know the trees by name  
When you see them growing?  
In the field or in the woods  
They are well worth knowing.

Watch them in the early spring,  
When their buds are swelling,  
Watch each tiny little leaf  
Leave its little dwelling.

Watch them later when their leaves  
Everywhere are showing,  
Soon you'll know the different trees  
When you see them growing.

—Selected.

### Recitation.

How do birds first learn to sing?  
From the whistling wind so fleet,  
From the waving of the wheat,  
From the rustling of the leaves,  
From the raindrop on the eaves,  
From the children's laughter sweet,  
From the splash where brooklets meet!

—Mary Mapes Dodge.

**Song.** "Bob White," Songs in Season.

### Recitation. The Apple Tree.

I'm fond of the good apple tree,  
A very good-natured friend is he,  
For, knock at his door whenever you may,  
He's always something to give away.

Shake him in winter; on all below  
He'll send down a shower of feathery snow;  
And when the spring sun is shining bright,  
He'll fling down blossoms pink and white.

And when the summer comes so warm;  
He shelters the little birds safe from harm;  
And shake him in autumn, he will not fail  
To send you down apples thick as hail.

Therefore, it cannot a wonder be  
That we sing, "Hurrah for the apple tree."

—Selected.

**An Exercise.**

(Four children with small trees or twigs recite)

1.

He who plants a tree,  
Plants a joy;  
Plants a comfort that will never cloy,  
Every day a fresh reality.  
Beautiful and strong,  
To whose shelter throng,  
Creatures blithe with song.  
If thou couldst but know, thou happy tree,  
Of the bliss that shall inhabit thee.

2.

He who plants a tree,  
He plants peace.  
Under its green curtains jargons cease,  
Leaf and zephyr murmur soothingly;  
Shadows soft with sleep  
Down tired eyelids creep,  
Balm of slumber deep.  
Never hast thou dreamed, thou blessed tree,  
Of the benediction thou shalt be.

3.

He who plants a tree,  
He plants youth;  
Vigor won for centuries in sooth;  
Life of time that hints eternity!  
Boughs their strength uprear,  
New shoots every year  
On old growths appear.  
Thou shalt teach the ages, sturdy tree.  
Youth of soul is immortality.

4.

He who plants a tree,  
He plants love;  
Tents of coolness spreading out above;  
Wayfarers, he may not live to see.  
Gifts that grow are best,  
Hands that bless are blest;  
Plant; life does the rest.  
Heaven and earth help him who plants a tree,  
And his work his own reward shall be.

—Lucy Larcom.

**Song.** "Swinging" Songs in Season.

—Laura R. Smith.

**PROGRAM MATERIAL FOR ADVANCED GRADES**

The higher grades may use these selections for Arbor day:

Selections from Woodnotes—Emerson.

Selections from The Bobolink, Flowers, Music—Lowell.

The Builders, The Blossoming Bough—Edwin Markham.

The Cloud—Shelly.

The Yellow Violet—Bryant.

The Brook—Tennyson.

The Stars and Flowers—Longfellow.

Over the Hills and Far Away—Eugene Field.

The Robin and the Violet—From Eugene Field's "Little Book of Profitable Tales."

The Flowers—Stevenson.

The Little Red Apple Tree—Riley.

Several quotations are given and should be placed on the blackboard.

I hear from many a little throat,

A warble interrupted long;

I hear the robin's flute-like note,

The bluebird's slenderer song.

—Bryant.

Arbor day will make the country visibly more beautiful year by year. Every school district will contribute to the good work.

—George William Curtis.

Again the blackbirds sing, the streams  
Wake, laughing from their winter dreams,  
And tremble in the April showers  
The tassels of the maple flowers.

—Whittier.

**SELECTIONS FOR ARBOR DAY AND BIRD DAY**

Child heart!

Wild heart!

What can I bring you,

What can I sing you,

You have come from a glory afar,

Called into time from a secret star?

—Edwin Markham.

**Song**

Hark! hark! the lark at heaven's gate sings,

And Phoebus 'gins arise,

His steed to water at those springs

On chaliced flowers that lies;

And winking Mary-buds begin

To ope their golden eyes;

With everything that pretty bin,

My lady sweet, arise,

Arise, arise.

—Shakespeare.

**The Blossoms on the Trees**

Blossoms crimson, white or blue,

Purple, pink and every hue,

From sunny skies, to tintings drowned

In dusky drops of dew,

I praise you all wherever found,

And love you thru and thru,—

But, blossoms on the trees,

With your breath upon the breeze,

There's nothing all the world around

As half as sweet as you!

—Riley.

**The Little Plant**

In the heart of a seed, buried deep, so deep,

A dear little plant lay fast asleep.

"Wake," said the sunshine, "and creep to the light."

"Wake," said the voice of the raindrops bright.

The little plant heard and rose to see

What the wonderful outside world might be.

**Quotations**

There is one more help which we cannot do without—the help of wild fair nature.

—Ruskin.

And in my breast

Spring wakens too; and my regret

Becomes an April violet

And buds and blossoms like the rest.

—Wordsworth.

Robins in the tree-top, blossoms in the grass;

Green things a-growing everywhere you pass.

—Aldrich.

It never rains roses; when we want

To have more roses we must plant more trees.

—George Eliot.

The best verses I have produced are the trees I have planted.—Holmes.

The thick roof

Of green and stirring branches is alive

And musical with birds.

—Bryant.

Summer or winter, day or night,

The woods are ever a new delight.

—Stoddard.

## Hints and Helps

### GAMES FOR THE SCHOOLROOM

(The first three games described here are from the McMynn school, Racine, Wis.; the last four are from "Games and Sense Training Exercises," by M. Adelaide Holton, supervisor of primary schools, Minneapolis.)

#### Fox and Chickens

"Chicken, ma chicken, ma craney crow,  
Went to the well oh-ho-oh-ho!  
When she got there her chicken was gone."

Five children are chosen for chickens, the first one being the mother hen. One child is chosen for the fox. While all the children sing this little verse the five chickens circle around the fox, who sits on the floor, and at the end of this verse the mother hen asks the fox, "What time is it?" and he answers "One o'clock," and they go on singing the verse. He answers, "Two o'clock, 3 o'clock, 4 o'clock," etc., in order. When he says "Five o'clock" he springs up and tries to get one of the chickens, who must stay behind the mother hen, holding on to each other and dodging the fox. If during this scramble the fox catches a chicken it must go to the seat and the game continues the same as before until all the chickens are caught. This is a lively game and one the children enjoy greatly.

#### Storming the Castle

The pupils are divided into two equal groups under the leadership of two captains. Each captain in turn brings his men up to a line drawn on the floor and furnishes each with an eraser, which is to be thrown into a wastepaper basket placed a few feet away from the line. The side which gets the greatest number of erasers into the basket has succeeded in storming the castle. When the number of children is large there may be several companies of soldiers.

### MAKING BIRD HOUSES

S. ARTHUR JOHNSON, Colo. State Agricultural College.

During the months of April and May there is nothing in nature more interesting to children as objects of observation and study than the birds. Their spring coming, their habits of life, their nest-building, their use to society in destroying insect pests of field, garden and orchard, and learning to identify them quickly by their song or by their appearance, all afford lines of investigation and study.

Bird study easily correlates with composition work, drawing and manual training or construction exercises.

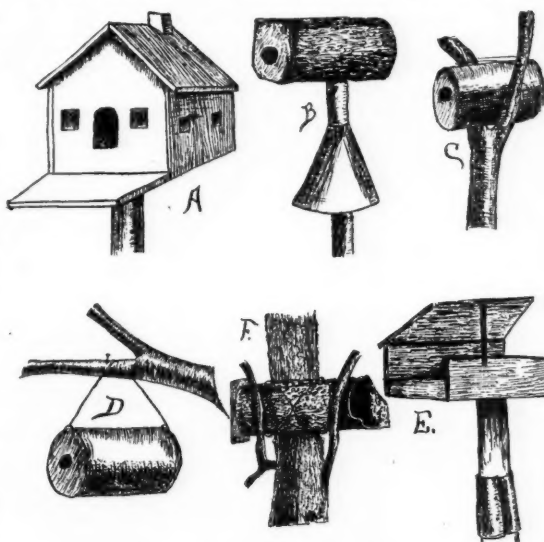
The following seasonable suggestions are furnished by S. Arthur Johnson of the State Agricultural college, Colorado, and republished from the Colorado School Journal:

In order to study birds you must "first catch your hare." There are many ways of doing this. One is to provide nesting places. Certain kinds of birds build in the crevices of rocks and hollow trees and will often adopt substitute structures made by friendly hands. The illustrations accompanying this article were drawn by Mrs. H. A. Surface.

In making bird houses the first consideration is the need and convenience of the feathered tenants. The house should not be too large, but adapted to the size

of the bird. An empty chalk box or tomato can will often prove of acceptable size. The interior dimensions should be somewhere nearly equal, not too high or long and narrow. The opening is even more important, since this serves as a factor of protection. For wrens and chickadees the doorway should be one and a quarter inches; for bluebirds and finches two inches. As a rule it is better not to make a doorstep, for its absence aids the birds to keep away their foes. The third consideration is the location of the houses. Wrens and chickadees prefer to nest not too far from the ground, often selecting a hollow stump or cavity in a stump. Bluebirds nest somewhat higher. The nests should be placed in locations which are partly protected and secluded and not subject to the ravages of cats and other prowling animals. The danger from cats may be avoided by wrapping a piece of old tin two feet wide about the post or tree under the bird box. Place the box in such a way that it will be protected from the storms, and also, when convenient, from the scorching midday rays of the sun. Shelter may be provided by a shading board when foliage is not available.

Birds are sensible creatures and look to utility rather than artistic effect. This gives a wide range in the choice of architecture so long as we comply with the practical features. We must remember, however, that birds are suspicious of boxes which are too new or bright. They will be much more apt to occupy a box the second year than the first. It is well to get the



boxes out early so that they may have a chance to weather before the nesting season begins.

For the sake of harmony it is better that the boxes be of a color and construction that will harmonize well with the surroundings.

Figure A represents a nest of easy construction that will often prove acceptable. The porch before the doorway will be omitted, since it is of no value and increases the danger to the nestlings.

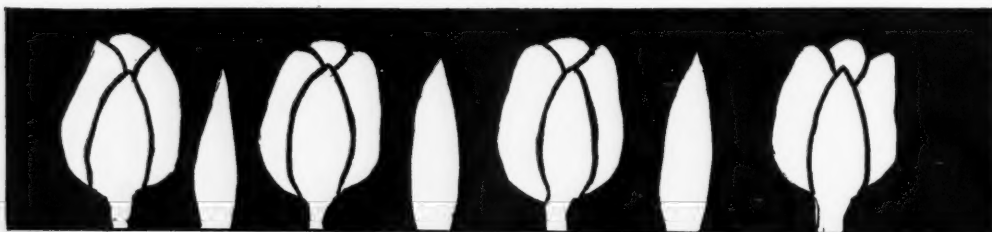
Figure B is a hollow limb with the ends boarded up and a hole bored in one of these pieces. This is easily made and quite suitable for a crotch in a tree. Below it is represented a funnel-shaped piece of tin which is placed below to keep out prowling animals.

Figure C is simply an empty can from which the end was removed by heating and the doorway supplied with a piece of board.

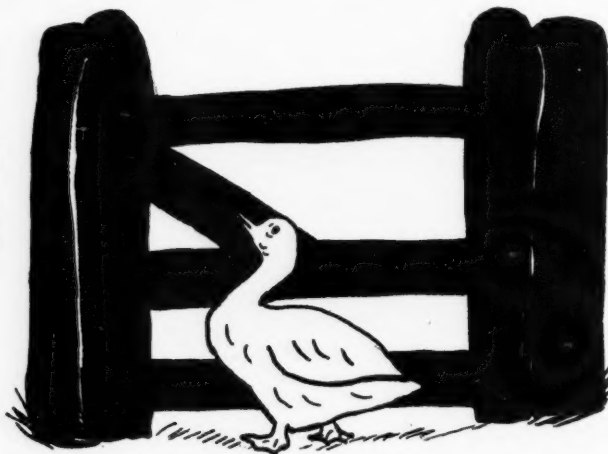
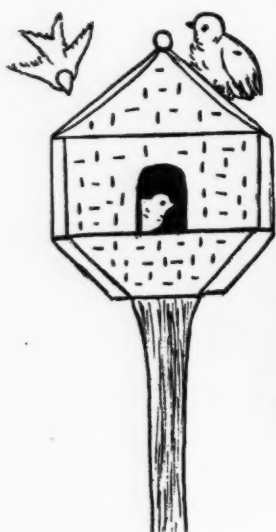
Figure D is a nest suspended in the air and is acceptable to some kinds of birds. The troublesome English sparrow will not utilize this kind of nest, nor will he, unless very much pressed, build in one which has no peg or step in front of the doorway.



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1 He is ris - en! He is ris - en! Chants the An - gel  
2 He is ris - en! He is ris - en! They who love Him  
3 He is ris - en! He is ris - en! Heav - en's hosts in  
4 He is ris - en! He is ris - en! Spread the tid - ings

at the tomb; Death no lon - ger has do - - min - ion,  
seek in vain; Emp - ty is the rock - bound pri - son,  
glo - ry sing; Death thou art no lon - ger vic - tor;  
far and wide; He has left the grave tri - - umph - ant,

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 Christ be - gins His King - ly reign. Al - le - lu - ia, al - le -  
 Grave, where is thy boast - ed sting? Al - le - lu - ia, al - le -  
 Now im - mor - tal, glo - ri - fied. Al - le - lu - ia, al - le -

lu - ia, Lo! the stone is roll'd a - way;  
 lu - ia, List to what the An - gels say;  
 lu - ia, Glo - ry to our ris - en King;  
 lu - ia, Hymns of praise we glad - ly sing;

Al - le - lu - ia, al - le - lu - ia, Heav'n opens wide to - day.  
 Al - le - lu - ia, al - le - lu - ia, Christ is risen to - day.  
 Al - le - lu - ia, al - le - lu - ia, Men and an - gels sing.  
 Al - le - lu - ia, al - le - lu - ia, Glo - ry to our King.





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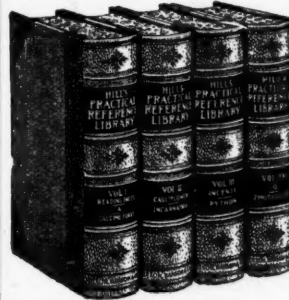
The plan of the book is the same as that of its pre-  
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peare's Stories, giving an account of the origin of the  
plots of some of the plays, followed by the text, which in  
turn is followed by Notes and Questions. These last, as  
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peare's grammar, and textual criticism. The editor has  
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Readers who are following Frederick Trevor Hill's study of "Lincoln the Lawyer," in The Century, find therein much of fresh interest touching the character and development of this great American. The chapters in the April number will cover with considerable detail and with many anecdotes Lincoln's years and work as a jury lawyer and cross-examiner and in the criminal courts, with accounts of some of the great cases which made his reputation.

The School Garden Association, Station A, Boston, Mass., last year enlisted over 10,000 workers in the School Garden Movement, and supplied seeds, instructions for planting and literature to schools, clubs, superintendents, principals, teachers, pupils and individuals in many parts of the country. The results of the work were so encouraging, and the good so manifest, that preparations have been made on a larger scale for 1906, providing a larger number of varieties of flowers and vegetables, and aiming to reach and assist all willing to join in the movement.

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In the "Standard Series of Mathematics," a series of arithmetics for primary and grammar grades by the well-known authors John W. Cook and Miss N. Cropsey, consisting of "The New Elementary Arithmetic," intended for use in the third, fourth and fifth elementary grades, containing an abundance of carefully graded exercises, designed to train pupils to think in number; and "The New Advanced Arithmetic," emphasizing the three most important things,—to train in scientific reasoning, to train in concentration, and to train in accuracy.

In "The World and Its People Series," well known and widely used in the schools of this country, containing graphic and entertaining descriptions of all of the countries of the world and their peoples, a new edition of "Views in Africa" by Anna B. Badlam, an up-to-date supplementary reader devoted to "The Dark Continent."

In American History a most important and attractive new school text-book "Essentials of United States History" by William A. Mowry and Blanche S. Mowry, simply written, sufficiently comprehensive and carefully graded.

The University of Wisconsin, under the energetic direction of President Van Hise, is steadily increasing its usefulness. Only a few days ago an announcement was made in the daily press that the University is preparing to lend its direct aid in promoting study in all lines throughout the State, wherever a real demand exists. The circular for the Summer Session of 1906, just sent out by the Registrar of the University, is another proof of the aggressiveness of the University. Not only is it, in form and general typography, unusually attractive but the content is most suggestive. The courses of study provide for graduates and undergraduates in arts and science, for the special needs of teachers in the secondary schools. There are, in addition, courses in art and manual training especially designed for school teachers. The new regulations

reducing the residence requirement for candidates for the M. A. degree indicate a determination to make the Summer Session especially helpful to those ambitious teachers who are debarred from attending the long session of the University.

St. Lawrence's church, Pittsburg, and all its appurtenances, with the exception of the tabernacle of the high altar, in which the sacred host was deposited, and a large statue of the Blessed Virgin, were destroyed by fire the other day.

After the flames had been subdued by the firemen, Rev. John McCarthy, assistant pastor of the Sacred Heart church, went among the ruins. He found that everything inside the walls had been consumed or damaged beyond repair save the statue of the Blessed Virgin and the tabernacle of the main altar. Father McCarthy opened the repository and found that the sacred host had not been touched by the flames. The fire started in the sacristy near the middle altar. The flooring of the sanctuary was burned and the fire spread to the east side of the church, where, upon a pedestal, was the large statue which was saved. The pedestal was scorched and blackened, but the statue was not touched by the fire.

Two letters from Japan have lately been received by the Society for the Propagation of the Faith, one from Father Marnas, dated from Sendai, in

the heart of the famine district, and the other from the bishop of Hakodate, who is now in Europe gathering alms and whose diocese comprises the three afflicted provinces. They write:

"Three districts in northern Japan, Iwate, Myaggi and Fukushima, comprising in all a population of 2,821,837 inhabitants, have been made desolate by the most cruel famine experienced in the last sixty years.

"The calamity is such, especially in Myaggi, that a local paper goes so far as to say that the sentence of death has been passed on the people of the district, words strictly true as the writer says, 'on one-third of the population.' In fact, out of a population of 900,000, at least 280,000 are reduced to the last straits, and have no means of subsistence if help does not soon reach them.

"The official returns will give some idea of the present misery to which hundreds of thousands are exposed—a condition, which, unless relieved, must continue through the spring and summer, until the new harvest.

"The district of Myaggi is by far the most severely afflicted. The usual rice harvest here yields about 12,000,000 yens (a yen is about fifty cents). This year it yielded only twelve per cent. of this return. This means a loss of more than 10,000,000 yens, and is indeed 'the sentence of death hang-

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ing over the heads of a quarter of a million people."

The writer describes similar conditions in Iwate and Fukushima, giving statistics, and adds:

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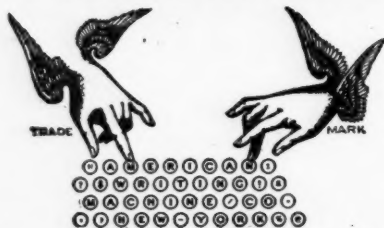
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This was during the time that Ethan Allen Hitchcock, now secretary of the Interior, was the representative of the United States at the court of the czar, and the record made by Mr. Hagerman created a good impression on the elder diplomat. A few years later, when Mr. Hagerman had returned to New Mexico, Secretary Hitchcock advised the president to appoint him governor of the territory, and the secretary's advice was taken.

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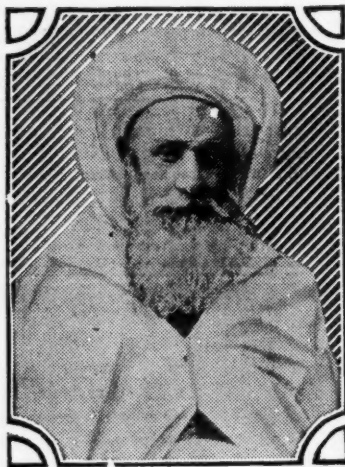
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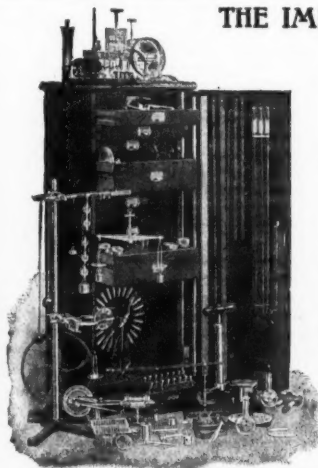
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